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ABSTRACT

These proceedings are presented in four parts. Part I contains eight addresses related to one of the following topics: The External Degree as Radical Change; Forms of External Degrees; and Changing Patterns in University Organization, Structure, and Relationships as They Affect Evening Colleges. Part II presents 11 reports from Special Interest Discussion Groups. Part III is the report of the business section. Part IV, Appendices, is comprised of 18 committee reports, program of the convention, and rosters. (DB)

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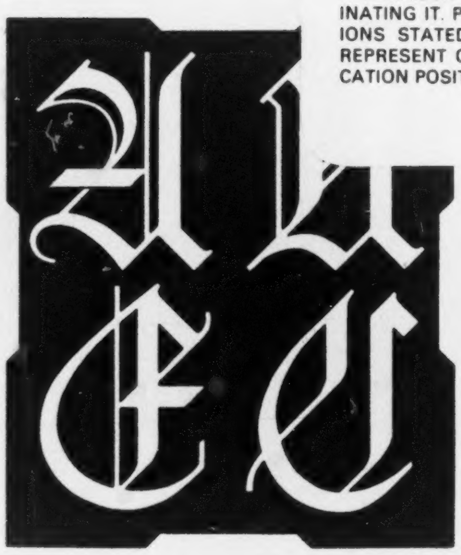

1971

PROCEEDINGS

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Association of University Evening Colleges

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

---Aims and Purposes--

The Association of University Evening Colleges was founded in 1939 to provide a forum for administrators of university evening programs, and to focus public attention on, and encourage acceptance and understanding of the aims of collegiate evening education. The primary concern of The Association is with the collegiate education of adults as a basic function and responsibility of institutions of higher learning. AUEC promotes high standards for professional excellence; sponsors research on evening college problems; stimulates faculty leadership in constructive support of evening college objectives; focuses public attention upon the importance of higher education for adults; and cooperates with other groups and organizations in the achievement of these goals.

$5.00 per copy

Howell W. McGee, Executive Secretary

Association of University Evening Colleges

University of Oklahoma, Norman, Oklahoma

RADICAL CHANGES IN HIGHER ADULT EDUCATION

PROCEEDINGS 1971

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

DES MOINTES, IOWA

October 31 - November 4, 1971

HOST INSTITUTION:

DRAKE UNIVERSITY

PREFACE

The thirty-third annual meeting of the Association of University Evening Colleges is now a matter of record. Hopefully, the Proceedings will serve to refresh the memories of those members in attendance while acquainting those persons unable to attend with the content of the formal program. The flavor of the informal program, which began immediately upon the arrival at the Hotel Fort Des Moines with the recognition of old friends and colleagues, would have been impossible to capture on paper.

I would like to acknowledge my indebtedness to those persons who served so ably as recorders and to Howell McGee who has assumed responsibility for publishing the Proceedings.

Special acknowledgements also are due to my secretary, Mrs. Ina Lona, and Miss Carole Chlebowski, who assisted in the organization of the material.

John W. Mybeck, Editor
Purdue University Calumet Campus

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TABLE OF CONTENTS

Officers and Board of Directors iv

Program Committee iv

Local Arrangements Committee. iv

PART I ADDRESSES

THE EXTERNAL DEGREE AS RADICAL CHANGE

The External Degree: Challenge and Opportunity, Ewald B. Nyquist 3

FORMS OF EXTERNAL DEGREES

The Open University -- Its Philosophy and its Challenge, Ernest Schwarcz. 16

The University Without Walls, James Rice. 21

Degrees and Credits via Corrsepondence, Independent Study and Examination, John Summerskill. 25

Implications of External Degrees -- for AUEC, for Evening Colleges, for Higher Education 29

New Opportunities and Old Obstacles Continuing Education for Women, Anne Campbell 31

CHANGING PATTERNS IN UNIVERSITY ORGANIZATION, STRUCTURE, AND RELATIONSHIPS AS THEY AFFECT EVENING COLLEGES

Changing Internal Relations, Myrtle S. Jacobson 37

PRESIDENTIAL ADDRESS

Change, Joseph P. Goddard 41

PART II SPECIAL INTEREST DISCUSSION GROUPS

Community Service Programs Working With Other Agencies and Institutions 49

Registration Procedures 50

Financial Aid for Adult Students Inside and Outside the Institutions 52

Relations Between Two and Four Year Institutions Opportunities and Obstacles 54

The Evening College and its Obligations to Students (Education or Therapy) 56

The Recruitment of Evening College Faculty and Administration Including Those From Minority Groups. . . . 57

Problem Swap-Shop (A) 58

Problem Swap-Shop (B) 59

Inter-Institutional Cooperation-A Follow-Up Consortia . . 60

The Voice of the Evening Student--How Loud, How Much? . . 62

New Dimensions for Non-Credit Programs. 63

PART III BUSINESS SECTION

Association of University Evening Colleges Annual Meeting, October 31-November 4, 1971. 69

PART IV APPENDICES

Appendix A - The Program for the Thirty-Third Annual Convention 79

Appendix B - University Without Walls 87

Appendix C - Report of the Treasurer 95

Appendix D - Report of the Budget Committee 100

Appendix E - The Dean's Desk. 102

Appendix F - Report of the Faculty Development Committee. 103

Appendix G - Report of the Committee on International Education 105

Appendix H - Report of the Junior College Committee . . . 108

Appendix I - Report of the Membership Promotion Committee 109

Appendix J - Report of the Nominating Committee 110

Appendix K - A Special Report of the Public Relations Committee -- A TV Presentation 111

Appendix L - Report of the Regions Committee. 112

Appendix M - Report of the Student Relations Committee. . 113

Appendix N - Report of the Research Committee 1970-71 . . 120

Appendix O - Report of the Urban Extension Committee. . . 122

Appendix P - Roll of Past Presidents and Annual Meetings. 124

Appendix Q - Officers and Committee Chairman, 1971-72 . . 126

Appendix R - Roster of Attendance 128

PART I

ADDRESSES

THE EXTERNAL DEGREE AS RADICAL CHANGE

Chairman: Robert F. Berner, State University of New York at Buffalo

Recorder: Frank D. Genovese, Babson College

KEYNOTE ADDRESS

THE EXTERNAL DEGREE: CHALLENGE AND OPPORTUNITY

Ewald B. Nyquist

Mr. Chairman, Ladies and Gentlemen:

Some time ago, Mr. Lichtenstein, Chairman of your program committee, wrote and tempted me with the prospect of being with you this morning. You know what temptation is: It's something which a woman runs away from, but which a man crawls away from, slowly, hoping it will overtake him.

I am deeply grateful for the warm and overly generous introduction. I am reminded of the grandmother who had her grandchild out in a baby carriage in Central Park one day, and a friend came along and looked into the carriage and said, "That's a beautiful grandchild you have there," and the grandmother replied, "That's nothing. You should see his picture."

So I appreciate very much having Robert Berner tell you about my picture. I am also appreciative of my introduction because I have been introduced in so many different ways. Not long ago, a college president finished his introduction of me by saying, "And now we want to hear the latest dope from New York." Because of the liberated rhetoric of the day, I couldn't figure this out for a while. And last year, before a physical education group my introducer characterized me as a "warm athletic supporter."

I think you ought to know that in New York we regard Robert Berner as the outstanding Dean of Continuing Education in the state--in his age group--whatever age group that is.

I have been Commissioner of Education for almost two years. There have been no surprises. But, as Kingman Brewster, President of Yale, has said, "I don't mind living in a goldfish bowl; it's just that someone keeps trying to poison the water."

Dr. Nyquist is the President of The University of the State of New York and Commissioner of Education, State Education Department. A graduate of the University of Chicago, he has served as a clinical psychologist for the Behavioral Clinic of Cook County Criminal Court and the Presbyterian Hospital in Chicago, Illinois. He later served as Director of Admissions for Columbia University prior to being appointed as Assistant Commissioner of the New York State Education Department in 1951. He was appointed to his present position in 1969.

A condition of public employment is that one becomes a symbol and a target for all the ills of education and the problems of a few other sectors of society, as well, including the fiscal fitness of the State. Thinking about the shape our society is in reminds me that if Moses came down from Mt. Sinai today, the two tablets he would probably carry would be aspirins. Not only that, but since my job is to change the status quo--which is just another Latin name for the mess we're in--and since we live in an increasingly conservative society, one that is gyroscopic and finds it too difficult to change direction--well, you can imagine that part of the job is to accept with equanimity, public and private criticism, criticism that is not always constructively abrasive.

Plenty of people keep me humble. I am reminded of the man and his wife who went to church one day. Out loud, the man prayed: "Oh, Lord, make me successful, and please keep me humble." His wife, kneeling beside him, chimed in with a somewhat corrective plea: "Oh, Lord, You make him successful, I'll keep him humble."

And then there are those who, while they are not vicious in their criticism, do, indeed, suggest that one is not exactly working the most fruitful vineyards. These subtle critics remind me of the pompous Church of England cleric who said to his non-conformist colleague one day: "We are both doing God's work --you in your way and I in His."

These past few weeks, I haven't met a man that I didn't dislike, regardless of his race, creed or color. None of my best friends are people.

In short, I feel very much like what the wildcat said in the middle of making love to a skunk: "I've enjoyed as much of this as I can stand."

I am reminded of H. L. Mencken's definition of a Puritan: a person who has a sinking feeling that somebody, somewhere, is having some fun.

I feel a special kinship, too, with the man who was bitten by a dog. Eventually he was told by the doctor that he had rabies. The patient took out a pad and pen and started writing.

"No need to write your will," said the doctor, "we'll pull you through."

"It's not my will," said the man. "it's a list of people I'm going to bite."

My present inclination reminds me, too, of the story of the tired Detroit executive who dragged himself home from the office after the roughest day imaginable. As he wearily opened the door, his small daughter screamed: "Daddy, Daddy! You've got to help me with my arithmetic." He held her off until he'd hung up his coat, then asked for the problem. "How do you take one-eighth from one-fifth?" she asked. "Honey," he sighed, "I was just about to do it."

Today I intend to discuss an idea which is literally sweeping the country--a notion commonly called the External Degree. I know you and your colleagues associated with university evening colleges, extension divisions, continuing education, and many others will play an important role in this new approach to postsecondary education in the educational agencies of the United States. I say "new" approach because it's the first time so many educational agencies and institutions have gone on record as being the first in favor of it. As more than one person has observed, it is an old idea whose time has come. Parenthetically, there are just a few people who reluctantly admit that it's a bad idea whose time has come. My one fear is that the idea will founder in programs having only surface validity.

I have divided my remarks into four parts. First, I propose to tell you about our unique educational system in New York which permits us to offer an external degree; second, how the external degree idea evolved out of our successful College Proficiency Examination Program; third, what our external degree program will be like; and, finally, I would like to discuss some of the opportunities available to you and your colleagues and to ask your help in meeting the challenge of increasing access to education beyond high school.

First, let me describe briefly, the educational system we have in our State. James Thurber, my favorite humorist, once replied, in answer to the question "How's your wife?" by asking, in turn, "Compared to what?" So let me tell you what we are and what we do. In 1784, influenced by English and French ideologies, the people of New York State created a unified system of education known as The University of the State of New York, not to be confused with the State University of New York, our operating university. The State Constitution guarantees the existence of The University of the State of New York as a separate, non-political, corporate entity and as a fourth branch of government. Thus, it has the protective autonomy of constitutional status. This system, headed by the Board of Regents and whose administrative arm is the State Education Department, is unique in the Union and is the oldest, continuous state educational administrative agency in America. Its purpose is to enlarge and improve educational, professional and cultural opportunities in New York State.

The University of the State of New York comprises all the private and public colleges in the State, as well as private, public and parochial schools, museums, libraries, historical societies, and other kinds of educational institutions or agencies. The State is the campus of The University. Education in its broadest sense is its business. It is the overarching constitutional concept giving orderliness, coherence, direction, and character to the educational enterprise of the State. It symbolizes the seriousness with which education has traditionally been viewed by our citizens. It is the system by which we make a mesh of things in New York.

The Regents are authorized to establish Rules and Regulations which will carry into effect the laws of the State relating to education, including requirements for degrees and the licensing by examination of all professions in the State except Law. They incorporate private colleges and, indeed, they award the degrees to the graduates of these colleges for the first few years of their existence.

The University of the State of New York now needs to tap all the educational resources of its campus--The State. To the formally recognized educational establishment we must add the potential of radio and television, the church, research laboratories, performing art center, proprietary business, trade and technical schools, historical societies, public libraries and museums. We need to make better and wider use of correspondence study and computer-assisted instruction; of industrial, commercial, governmental and military training programs; of the experience people gain through programs like VISTA and the Peace Corps, and through travel, both at home and abroad. While most think of a college or a university as a community resource--which it surely is--we must expand our thinking to view the community as an educational resource. The tremendous educational potential of the State viewed as the community of The University of the State of New York will enable the Board of Regents to expand educational opportunity for anyone who is willing to make the necessary investment of time and effort. Education has become a social condition. Learning is going on everywhere and everyone from two to toothless should be learning in an era when we have a knowledge economy within a society that has shifted to a mental base.

The Regents are not newcomers in this endeavor to open up higher education. Recognizing the need to permit individuals to obtain college credits or other educational advantages for knowledge gained without formal classroom preparation, the Regents established the College Proficiency Examination Program in 1963.

College Proficiency exams are developed and graded by outstanding faculty members from New York colleges and universities, under the guidance of State Education Department staff and testing specialists. The tests usually correspond to material covered in one or more semesters of a college course, with standards determined by first administering the examinations to regular college classes. Most of New York's higher institutions--and many from other parts of the country--grant credit or advanced standing for acceptable performance on these exams. Similarly, the State Education Department and the New York City Board of Education accept them for meeting certain requirements for teaching certificates.

Although no formal instruction is offered, the Program assists the individuals taking its tests by providing study guides and reading lists and follows up on those who request credit from educational organizations across the nation. Since 1963, over 17,000 tests have been given in some 25 different subjects; during the last two years nearly 13,000 proficiency examinations have been administered. The program grows exponentially.

We have continuously gathered information on the individuals who take these tests--their occupational and educational backgrounds; the means by which they have prepared themselves for the examinations; their reasons for taking the tests--in order to measure our progress toward meeting the needs of independent learners. As previously noted, we follow up on those candidates who request credit from educational institutions and organizations across the nation, in an effort to have their achievement recognized. Students and participating institutions have reported the granting of well over 15,000 college credits on the basis of these proficiency examinations and hundreds of them have been used to satisfy teacher certification requirements. Through the College Proficiency Examination Program and with the advent of its external degree, the Regents are fast becoming a regional examining center for higher education. But I am getting ahead of my story; let me tell you about our planning for the external degree.

In recent years the program has had its greatest effect in the nursing sciences, foreign languages, health education and teacher education subjects.

The major breakthrough has come in the field of nursing where, in three short years, we have administered over 8,500 examinations in five nursing sciences. More important than the number of exams given is the use made of the results by the nursing education community within and beyond New York's borders. Practical nurses who wish to enter licensed registered nurse programs in two-year Associate Degree and three-year Hospital School diploma curriculums and RN's in pursuit of a baccalaureate degree, are gaining recognition for their abilities in the form of credit or advanced standing. I am pleased to report that most of the State's baccalaureate and associate degree-granting nursing programs are currently using our examinations to provide open-ended career opportunities for nurses. Many hospital diploma nursing programs are also making use of them. Nurses interested in moving up the career ladder are frequently earning as many as forty credits for the knowledge they are able to demonstrate through our proficiency examinations. More about nursing later.

In foreign languages, almost 3,100 candidates have demonstrated their competence in French, German, Italian, Russian or Spanish, generally in order to satisfy teacher certification requirements, but frequently to assess skills acquired through regular college study or while residing abroad. CPE's in teacher education subjects, such as educational psychology, and the history and philosophy of education, have been taken by nearly 1,600 candidates, for teacher certification purposes, since the beginning of the program.

An important feature of the College Proficiency program is its flexibility. New examinations are developed in area of immediate conpriorities. The new examinations in the nursing sciences provide only one example of the program's flexibility. This past year we developed three proficiency tests in the health education sciences. This timely project included such topics as drug use and abuse, world health and population problems, and environmental health problems and control. Sixteen hundred health examinations were administered last spring, thus facilitating the flow of qualified certified teachers in this important field, where they are badly needed. We are also developing examinations in Afro-American and Puerto Rican studies to meet the pressing need for ways of assessing these new subject matter fields, and we will be preparing tests in police science and the teaching of reading.

The widespread acceptance of CPE's has reached beyond New York's border to many neighboring states and, indeed, to other parts of the world. Educational authorities in more than 30 states have requested information on our program, particularly in the area of nursing, providing significant opportunities to expand the program across state lines in the interest of educational service and economy. Course credit is already being given at colleges beyond New York's borders, and we have established a regular testing center at the Department's Educational Resources Center in New Delhi, India, to meet the needs of members of the Peace Corps and other Americans who might wish to obtain college credit when they return to the United States.

The awarding of undergraduate degrees on the basis of examinations is the natural extension of the credit-by-examination concept. The Regents External Degree Program will be based on the principles and experiences which have evolved in our own College Proficiency Examination Program. A generous Carnegie-Ford grant, awarded to the Regents earlier this year, will be used to enlarge the proficiency examination concept and establish a mechanism which could provide a college degree for individuals who, in the opinion of recognized scholars, demonstrate accomplishments comparable to those of persons studying in regular college programs. Such individuals might have gained their education either within or outside the traditional classrooms of higher education. With the advent of an external degree program, persons of all ages may earn recognition for their achievements. This move by the Regents, in my view, has encouraged many higher institutions in the State and the country to attain a similar degree of curricular and procedural flexibility to meet rapidly expanding academic needs.

In preparation at this time are programs leading to a bachelor of business degree and an associate in arts degree. Faculty and administrators from New York colleges and universities, along with leaders from business and industry, are working with State Education Department staff to determine requirements and appropriate assessment techniques for evaluating the knowledge and abilities needed to obtain a Regents degree. Although final decisions have not as yet been made on each curriculum, we are encouraged by the interim plans which strike a happy balance between flexibility and quality. Candidates may earn degrees by means of proficiency examinations, regular college study, assessment of experience by faculty panels, or by a combination of these methods.

I have recently decided to include the field of nursing in our external degree plans. The College Proficiency Examinations in nursing have clearly demonstrated how well qualified are a significant number of individuals who are interested in climbing the career ladder in nursing education institutions to take full advantage of the prior experience of talented health professionals in order to avoid unnecessary repetition of courses already studied, of skills already mastered. We will, of course, work closely with representatives of all levels of nursing profession to develop an alternate mechanism for awarding degrees to people who are as qualified as graduates of formal nursing programs.

The field of business was originally chosen because our records suggest that there are large numbers of businessmen who may be qualified by their experience and training to benefit immediately from the educational opportunity afforded by this program. It would seem that it is a subject area reasonably well prescribed, which lends itself to a variety of examination techniques, both oral and written. Furthermore, there are extensive programs of formal and informal education in business and industry which constitute in our minds an important but previously untapped educational resource. Leaders in business and industry and from our schools of business have joined us in this effort. The Regents Bachelor of Business degree is expected to be available by fall 1973.

The Regents Associate of Arts degree idea also grew out of our experience with the College Proficiency Examination Program and other credit-by-examination approaches like the College Board's College-Level Examination and Advanced Placement programs.

Through tests such as these, and new methods of assessment which we will develop, introductory college level achievement in the humanities, the natural and social sciences, and mathematics can be measured, and used as the basis for awarding the associate degree. We expect to offer the Regents Associate in Arts degree by fall 1972.

For each degree in the Regents program, all examinations will be administered to students graduating from representative two- and four-year colleges in New York State to establish appropriate standards of performance.

How will the Regents External Degree open up the system? Simply stated, by taking full advantage of all the resources at its command.

It will not replace the university as we know it; it will extend it to include other sources of meaningful education experiences. Viewing the entire State as a source of instruction, the Regents will seek the means of evaluating what people learn from it.

Let's look at some of the ways in which the Regents might stimulate change through their External Degree.

The University of the State of New York will establish a credit bank for all its students. Achievement on proficiency examinations recognized by its faculty--who are, initially, the committee developing external degrees and those working on single subjects tests--will be converted into the currency of academic credit. For example, an individual who obtains a "passing" score on, say, the New York proficiency test in accounting or on the College Board test in American government, would have his grade sent to the Regents External Degree program where an appropriate amount of credit would be awarded, and stored for future use.

Another student might earn a recommendation for credit from a panel of faculty and other non-academic experts in a field not covered by standard paper and pencil type tests. One example might be the person who is accomplished in music or art, or who has worked extensively in urban planning, State or local government, or in community activities without the prior approval of a college or university. Credit for such knowledge or competence would also be awarded by the Regents.

Many people will take regular courses at higher institutions near their homes and have their grades reported to the Regents. For such students there will be no need to matriculate at any particular institution. Should they find it necessary to move because of a change of jobs or if they simply wish to interrupt their studies for whatever reason, their academic records would not be altered.

The Regents will also explore ways of awarding credit for learning which results from educational programs offered by business, industry and government, and by proprietary institutions. In Great Britain the Council for National Academic Awards, royally chartered to grant university degrees, uses teams of scholars to assess technical college courses of study, and students who complete those which the Council approves, are awarded university degrees. In New York, college credit for high quality work in non-accredited agencies and institutions would seem to be an appropriate first step.

Credit accumulated in several ways just described would, of course, be counted toward a Regents University degree. It would also be reported on a University of the State of New York transcript, if a student wished to apply it toward a degree at another institution. Themselves a degree granting authority, the Regents would thereby operate The University as a regional examining center where individuals and institutions could obtain academic services at a reasonable cost, while maintaining high standards.

The success of the Regents University Degree program will not depend solely upon the construction and implementation of a series of examinations. If we merely provide an examination system to validate claims of educational achievement, however worthy the enterprise, we will not be meeting the needs of many people who are unable to prepare entirely on their own for an independent study degree. These individuals will need guidance in planning their programs of study, and in finding and utilizing independent study materials. Literally, thousands of course materials--programmed texts, study guides, self-contained courses, correspondence course materials--are available from educational agencies and institutions, and from profit-making companies. Many degree candidates, if not most of them, will need assistance in selecting appropriate self-study materials from this vast array of educational resources. These non-traditional education opportunities must not only be identified, but also analyzed, and their suitability and appropriateness must be reported to people seeking a college degree by means of independent study. We propose to select a limited number of these types of materials, evaluate them by using expert consultants, and report the results of this analysis to the public and to Regents University (External) Degree candidates, so as to guide them in preparation for this degree program. This service would constitute a sort of "consumer's union" for those requiring independent study materials as they advance toward an external degree.

An external degree offered by the Regents will encourage the creation of new forms of higher education delivery systems. How for instance, might we make use of the array of professional talent available in any large metropolitan area to provide instruction on a part-time basis? How might we facilitate contact between groups of individuals preparing for a Regents degree in business on the one hand, and professional people on the other, who are both qualified and willing to assist this new breed of student from time to time? What role can technology play in learning or media centers, on college campuses or in downtown store fronts, or in public libraries to help the independent learner? Where will such a person go for guidance and counseling? How will he know what formal instructional opportunities exist nearby, what correspondence or other self-instructional materials are available, or whether he can afford an education of this type? These and many other questions are being examined by the Syracuse University Research Corporation's Policy Institute, under the leadership of Stephen K. Bailey. From the

Syracuse project may come talent and information banks to complement the credit bank notion in these times of fiscal fitness. What will result, hopefully, is a model for others to follow as new approaches to post-secondary education are considered.

The Regents External Degree may provide a much needed focus for television which could offer everyone with access to a receiver a chance to continue his education beyond high school. I am not proposing we program instruction to fit a specific curriculum, following the lead of the British Open University; rather, that we encourage the production of imaginative presentations of collegiate level substance and be prepared to give academic credit to people who profit from viewing them.

None of this will be easy to accomplish; if it were, someone would have done it long ago. There is a great deal of external degree type activity across the country today. Programs like the University Without Walls at Antioch; Oklahoma's Liberal Studies Degrees; New York's Empire State College and Syracuse's off-campus degrees; the university-wide B.A. of City University of New York, and many others too numerous to list here, offer encouraging signs for the future, but, by and large, the majority of our institutions still operate on the premise that learning takes place exclusively within their classroom walls. We can no longer afford the luxury of so narrow a view.

If we are to succeed in our efforts to open up higher education by making fuller use than we have of the potential that exists outside of it, then we must make maximum use of what already is available within its walls. You have been quietly, but effectively, doing your part in this movement long before many of us thought it was a good idea. In the Regents External Degree plans you have an important role to play.

One obvious way of participating is by providing instruction in fields of study appropriate to Regents external degrees. It has been our experience that proficiency exam candidates are employed full time. Those among them who become candidates for external degrees will, most likely, seek whatever formal instruction they require, evenings and weekends. They will, in short, go to your institutions for help. The Regents will offer no instruction.

But, I sincerely hope you will go well beyond merely providing instruction. What we need in your colleges and universities are programs designed to complement ours or others like them, to build upon, as well as blend, with Regents degree patterns so that our citizens will be encouraged to continue their education indefinitely. Once you see what develops in our program, I am sure you will think of many possible relationships between us. Let me suggest a few here, in anticipation of your more exciting proposals.

You could offer programs of studies designed specifically for persons who earn a Regents Associate in Arts degree, and leading to a bachelor's degree in General Studies...

You could make selective use of Regents degree testing instruments and methods in on-going programs of studies, to increase student options and to give them credit for what they already know...

You could increase your use of self-contained instructional materials, of cassettes and programmed texts, within your programs, to encourage and recognize independent study...

And there are many more ways. Representatives of university colleges, evening and extension divisions, and adult and continuing education programs are already participating on our current planning committees. More will be added, where appropriate, as we move forward. We especially need and solicit your advice and guidance in planning a general baccalaureate degree program.

As important as I think Regents external degrees will be to every citizen in the State, indeed in the country, I would be remiss if I failed to emphasize the greater importance of identifying, then harnessing all of the educational resources within New York State into an over-all educational system that extends far beyond the formal educational agencies of schools and colleges. The College Proficiency Examination Program, with its Home Study Clearinghouse, will marshall at least some of these resources. Undoubtedly, the external degree will give a meaningful focus to this over-all system, especially to educational television and other new technologies as they pertain to the independent learner at the post-secondary level. But, while making degrees available to anyone who can qualify, we must continue to strive to make the public aware that a collegiate education is not the only avenue to quality education that is available after high school, that other avenues can lead to financially and intellectually rewarding occupational pursuits.

In their planning for higher education in the seventies, the Regents speak of "Education Beyond High School." Since I view education as a continuous process in a day when lifelong learning is essential, I will continue to work for equal access to post-secondary education, including all kinds of trade, technical and semi-professional institutions, non-profit or proprietary, as well as formal collegiate programs. I stress equal access to post-secondary opportunities and not universal higher education attendance. In short, I look for a more flexible and open system of education with increased opportunity for students to participate in any program at any level at which they are capable of performing, for each student to proceed at his own pace. We need, too, more honorable forms of educational entry, exit and re-entry, to create more socially approved channels for interrupting and resuming education, that will permit people, young and old, to work in and out of an educational setting as their interests and circumstances dictate. Necessary, also, are increased emphasis on independent study, more accommodating transfer policies between differing types of education agencies, less indulgence in the narcissism of small differences and less academic snobbishness about acceptance of credit for knowledge unconventionally acquired.

We shall see, increasingly, four marked changes in post-secondary education: first, compensatory education, meaning extra counseling, tutoring and remedial instruction, in our colleges and universities for those who seek formal college education but who have deficiencies in their pre-college education; secondly, a loosening-up of the requirements that a student must finish his formal education in a lockstep, prescribed calendar of two or four years; thirdly, growing recognition that there are other post-secondary roads to success and self-fulfillment besides our formal collegiate institutions, and, fourthly, that you don't have to go to college at all in order to secure the credentials for upward mobility in a highly credentialed society characterized by degree fixation. The costs of traditionalism are too high.

Your help is required to assure that the need and right of all our citizens to realize their potential through education beyond high school is accepted as vital to the public interest.

In closing, I am reminded of the college president who was once asked what had become of his last evening college dean: "He left us as he came," replied the President, "fired with enthusiasm." I hope you will leave this meeting fired with enthusiasm to support us in our attempt to introduce greater flexibility into higher education and our credential-conscious society. It is a pleasure to be associated with you.

At the conclusion of his address, Dr. Nyquist answered a number of questions. Typical of those asked were the following:

Question: Will you comment on the practice in use by many Colleges like ours (Russel Sage) of accepting only credits from regionally accredited Colleges?

Nyquist: "Why not just test the student seeking advanced standing?"

Question: Should private Colleges fear the degree granting opportunities you are providing?

Nyquist: "We need the help of your faculties in our procedures. Many of your students are involuntary ones. They are there because of draft, parental pressure and the like. It is better to have arrangements so that they can go to work and study later when they have decided on their need for a degree.

There is some question today about standards which may be resolved with the forthcoming National Association of Regional Accrediting.

We also want to recognize for credit work done via Industry training programs. It may be possible to grant credit for them without examination after we have satisfied ourselves about the nature of such programs."

Question: Are the Empire programs 1 or 2 year programs?

Nyquist: "Two but they are interrelated. These programs offer no instruction but they do offer guides and materials. They are available to New York State residents and others as well. Some programs do provide some residential work in "residential centers" which are being set up.

I have no faculty but I use faculty consultants. The

State University will recognize some campus work, some work at the centers and some by examination."

Question: A college education is often supposed to be structured towards a particular degree rather than merely being a collection of 120 hours. Will the degrees granted by this organization give us people with insight, with good oral expression? Will they provide us with research scientists?

Nyquist: "Lots of students start College and never finish. Losing them (some 50%) is a real shortcoming of present educational patterns. Residential schools are important, particularly for socialization."

Question: Will faculty resistance, particularly via unionization, oppose these procedures?

Nyquist: "I expect all faculties will be unionized in 10 years. There will be some rigidities introduced by labor contracts. I am an optimist on the possibilities of managing with this change. After all, a pessimist is a well-informed optimist."

FORMS OF EXTERNAL DEGREES

Chairman: Clarence H. Thompson, Drake University

Speakers and Topics:
Ernest Schwarcz - "The Open University"

James Rice - "University Without Walls"

John Summerskill - "Degrees and Credits via Correspondence, Independent Study and Examination."

Recorder: Arnold Scolnick, Manhattan Community College

Overview of Presentations:

The Open University and University Without Walls concepts constitute alternative plans for undergraduate work which can lead to college degrees. These plans involve redefinition of learning which incorporate educational components in a more comprehensive form than has hitherto been considered by tradition-bound academicians.

The Open University in Britain provides opportunities of higher education to all those who, for any reason, have been or are being precluded from achieving their aims through an existing institution of higher education. The approach contains some elements of the traditional, but it represents an essentially new combination of educational and technological resources and affords possibilities for experimentation. The University Without Walls is, also, an experimental degree program; this has been developed by a union of twenty colleges basically to provide individuals with the opportunity for self-development and self-realization. It abandons the tradition of a sharply circumscribed campus, the classroom as the predominant focus for learning, the lecture as the mode of instruction, and the counting of credits, hours, courses, months as the principal modes of evaluation.

The Open University and University Without Walls concepts are illustrative of the operative functioning of 'external degree programs'; components include internships, independent study, field experience, travel, service, correspondence courses, utilization of media and proficiency examinations. The issues involved in the establishment of non-traditional programs have recently been examined by a national commission, and efforts are presently being directed toward the development of policy guidelines. One integral aspect of the varied proposals has involved credit by examination, and examples of existing programs include the CEEB College Level Examination Program and the College Proficiency Examination Program of the New York State Education Department. A need remains for further research, but progress to date has presented challenges which have captured the imagination of many in the academic world.

Several major ideas were presented.

1) A need exists to further examine the prototypes of institutions that incorporate the new philosophy to determine applicability for the establishment of simi-

lar experiments in this country.

2) A need exists to further expand educational opportunities which would encompass comprehensive components of non-traditional study.

3) A need exists to conduct further research into the nature, quality and effectiveness of the separate components as a means to evaluate the significance of the alternative approaches offered.

4) A need exists for continuing research to determine the academic and career achievements of students who complete degrees by non-traditional methods.

Numerous questions were raised and are summarized at the conclusion of the presentations.

THE OPEN UNIVERSITY -- ITS PHILOSOPHY AND ITS CHALLENGE

Ernest Schwarcz

In my conversations these days with students on college campuses, I hear them asking these questions:

"What am I here for?"

"How does here connect with what I am going to be doing out there?"

It seems that the trouble with a large number of students is whether they are best using their lives now to prepare themselves to be the kind of men they now respect. Independent men. In their schools, most undergraduate students, and for that matter adults also, who want to learn how to find their own way feel very much this way.

There is, however, relief in the offing. Such organic, rather than token, redefinitions of learning as "university without walls" and "external degree programs" are being put into practice, along with interdisciplinary seminars, in which a great deal of what is learned depends on the initiative and decision making skills of the learner. In many places across the country, attempts are being made to remove the walls between living and a new challenge. The prototype of the institution that incorporates this new philosophy is the British Open University.

The Open University in Britain is a brand new and most in-

Dr. Schwarcz is Associate Dean, School of General Studies, Queens College of the City University of New York. He is one of the editors of a book.

triguing institution rapidly taking shape at the site of a soon to be developed new town at Milton Keynes about 50 miles north of London. Conceived as a political plank of the Labor Party a few years ago, subsequently planned by a special commission and then given a royal charter only in June 1969, the University already has several buildings up and more nearing completion and started operations January 1, 1971 with 25,000 external students, widely scattered throughout England, Scotland, Wales and Northern Ireland.

As in other independent and autonomous British universities, the Open vests its executive authority in a Council (corresponding to an American University's Board of Trustees) and a Faculty Senate, but the composition of these bodies has been diversified to reflect the Open University's special purposes.

There are no formal entrance requirements. Anyone 21 or older who lives in Great Britain may enroll.

Estimating a dropout rate of 50% by the end of the first year, the University is planning for 37,500 students the second year and 47,500 the third and subsequent years. Intake thereafter will be adjusted to dropouts to keep a constant enrollment. For the initial 25,000 places the University had 43,000 applicants, virtually all of them well qualified. This in part was because there are some quarter of a million school teachers in Britain without degrees, many of whom feel they could, and should, get them with very little work beyond the diplomas from teachers colleges they already hold.

But, in addition, there is a large backlog of adults in Britain with the ability to profit from university education who, because of the restricted number of places available, never had that chance. For them the Open University represents a tremendous second chance and one they never expected to have. It is not surprising, therefore, that the modal age of applicants is 27. Not very many of the initial applicants, incidentally, come from working class backgrounds, as had been intended in the original Labor Party conception of the University. But it is expected that more will as time goes by.

An occupational breakdown of the first class reveals a lower proportion of manual workers than had originally been hoped for. Teachers, who receive salary increments for OU credits, constitute about one-third of the total, followed in size by a 10% enrollment of people in professions and the arts. Next, at slightly under 10% each, some groups of housewives, clerical employees, technicians and scientists and engineers. Workers (mostly from electrical, metal, manufacturing and related industries) make up just under 4%.

OU officials remain unperturbed by this configuration, claiming that they already enrolled more workers than are now studying for degrees in all other British universities combined. They also point to the small budget that prevented any ambitious publicity plan, forcing them to rely almost exclusively on a general announcement and a brochure mailed to selected trade unions and industries. In the final analysis, they believe the TV and radio programs may do the most to dispel the British worker's ingrained and self-defeating belief that university education is a secret rite carried on in residence behind ivied walls for those above his class and station. With that myth laid to rest, worker participation could rise dramatically.

The purpose of the University is to provide opportunities of higher education to all those who, for any reason, have been or are being precluded from achieving their aims through an existing institution of higher education.

Academically, the Open University is organized more like a Scottish, or even an American university, than like the standard English institution. Essentially, this means it will give a broad general degree rather than the traditional, highly specialized English model. Six credits are required for a regular bachelor's degree and eight for an honor's degree, one credit being given for each 36 week course, on which a student is expected to do at least 10 hours work a week. No student may take more than two courses at a time. Most students will be in full-time employment.

The Open University's organization, while containing elements of the traditional, represents an essentially new combination of educational and technological resources. Its academic arm is organized in six faculties--arts, educational studies, mathematics, science, social sciences and technology--each with a dean and a full complement of professors, lecturers, staff tutors, and research assistants, whose salaries are equal to what they would earn in an established university. As is usual in England, all academic staff are appointed with tenure.

There are presently 200 full-time and over 300 part-time faculty. The majority of the deans began work less than two years before the University opened.

The Open's reliance on new media for instruction, especially radio and TV, is reflected by the central position of radio and television production experts and educational technologists. They work closely with subject-matter specialists to develop new formats and approaches whereby instruction from the academicians reaches the student in ways appropriate to the particular medium and not merely as watered-down classroom lectures committed to pictures and tape. Young people from the educational world who were interested in innovation were recruited and given a crash course by the BBC in the technical aspects of the media. The belief was that a "hardened" producer would not have the imaginative approach of the uninitiated.

Next in the chain of command from headquarters is the regional director in each of twelve regions, who maintains liaison with the academic resources of his area (such as the public library and local educational authorities), and sets up and supervises local support services called study centers. These centers are often only a few sparsely furnished rooms leased by the Open from an educational institution for use primarily in the evening hours.

Every local study center has equipment to receive and play back radio and television broadcasts for students who missed a program, who do not have radio and television at home, or who live where reception is poor. In the larger centers computer terminals are on hand (with time rented at a reduced rate during the evening) for students in the mathematics course. Here at the grass roots students gather to talk with each other and create the spirit of old OU. As the author of one recent article noted, having signed up to work alone, they now seem to want to be together. Membership in regional assemblies is not enough, they want a student union, more pleasant surroundings in the study center--and university ties and blazers!

The local centers appear to have really caught on. Counselors meet with students to advise them on their progress and study plans. Class tutors, locally hired subject-matter specialists, who often teach in nearby colleges as well, conduct seminars fortnightly in the sciences and mathematics and monthly in the other areas. Their task is to amplify material presented on radio, TV and in correspondence texts.

It is planned that teaching will continue to be very intensive, is done by weekly correspondence study booklets mailed to each student, to which he must send back written work, a half hour per week per course of lectures or demonstrations on TV and the same on radio, taped lectures, and staff tutors and counselors located at a couple of hundred local centers, as well as circuit-riding faculty from Milton Keynes making occasional visits. Degrees will be awarded not on the basis of examinations alone, as is usual in English universities, but on a cumulative assessment of a student's entire performance.

The cost of all of this to the student will be very little, nominal in American terms, but the costs to the government will be substantial, L10 million per year at an enrollment of 47,500. Nevertheless, at a unit cost of about L210 per student, or about $500, the cost, it is claimed, will still be only about one-fourth of the normal costs, exclusive of board and lodging, of the average British university.

The Open University is without question a most exciting experiment, exciting in social terms because of its second chance philosophy and exciting educationally because of the tremendous opportunity it affords for experimentation with new curricula and new instructional technology. What value there will be in its experience for us here in the United States of course remains to be seen, but, in my view, it could be great. At the least, it should stimulate us to give thought to the establishment of a similar experiment on this side of the Atlantic.

The point about the Open University is that it is not a series of lectures on tally; nor is it a correspondence course; nor is it as impersonal and mechanical as the idea of 25,000 students all over the country receiving and returning computer organized material might imply. The approach is, in fact, one that has never been tried before in so comprehensive a form. Others have attempted to use the components before, but this is the first time that so many components have been welded together.

THE UNIVERSITY WITHOUT WALLS

James Rice

The University Without Walls has been written about so much, both in educational journals and the popular press, that it seems to me presumptuous that I discuss the concept itself in any great detail.

First, for a few facts. The University Without Walls is an experimental degree program in undergraduate education. It is a project developed by the Union for Experimenting Colleges and Universities. Some 20 colleges have now admitted students into University Without Walls programs or are preparing to do so shortly. Colleges inaugurating these programs cover the whole gamut of American education, ranging from Stephens College to Staten Island Community College to Antioch College to the New College at Sarasota to Howard University to the State Universities of North Carolina, Minnesota and Massachusetts.

In the simplest terms, the University Without Walls is an attempt to free undergraduate education from the myriad of fossilized traditions and concepts which beset it and to restore it to its rightful role in providing individuals opportunity for self-development and self-realization. Among the traditions it abandons in doing this are the sharply circumscribed campus, the classroom as the predominant focus for learning, the lecture as the mode of instruction, and the counting of credits, hours, courses, months as the principal modes of evaluation. This list of generalizations could be broken down to produce fifty or a hundred--any number you wish--myths, unconscious assumptions, unvalidated hypotheses, mystiques about the importance of student-teacher contact in learning, the unthinking automatic response to numbers as magical and representing some ultimate reality, and much other outmoded furniture of the mind. Such a listing would be fun to construct but very tedious to listen to. Futhermore, it would simply represent my own pet aversions and irritations. I, therefore, leave you to develop your own, depending upon the points at which you have been irritated, humiliated and crippled by the system in which they are imbedded.

Perhaps you are thinking, as well you should, that there have for many years been experiments in abandoning one or another or even some set of these traditions. Some colleges have abandoned grades. Some have abandoned credits. Many have introduced field study as a part of the expanded campus. Many have permitted students to engage in independent study. Evening college programs have been developed from the insight that undergraduate education need not be limited to students under 25 years of age. What, then, is different, innovative about the University Without Walls project? Simply this. It proposes abandoning all fossilized

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Dr. James Rice is Vice President for Academic Affairs at Stephens College in Columbia, Missouri. He also serves as the Project Director for the University Without Walls at his institution. Additional material concerning Dr. Rice's presentation appears in Appendix B.

traditions at once and beginning from a different set of assumptions as to what an education is, as to how students learn, as to what should be the goals of an undergraduate education, and as to how education is to be defined for the awarding of the degree. It is, therefore, not an experiment in tinkering with one or more of the aspects of the system, but is, rather, an experiment abandoning the system itself in order to make available to persons of all ages the whole range of learning resources and alternative routes in using them for meeting individual needs and the needs of society.

It would be interesting, too, to discuss the University Without Walls in its historical context--a context in which education begins with the training of the priesthood in the Coptic religions, continues into the medieval monasteries where the final exam becomes a last judgment the result of which was either external glory or damnation, and continues into Greece, takes unto itself the machinery and hocus-pocus of logic and reason, etc., etc., and finally into the colleges and universities of today. Here various ones of these accretions have become articulated into conscious dogma. Others have continued a half-life in our minds of which we are seldom aware but which, nonetheless, shapes our attitudes, behavior and thinking about education.

All these are the walls which constitute an interface, at once holding undergraduate education prisoner to tradition and at the same time preventing those not attracted to its cultish rituals from access to it.

Whether the University Without Walls experiment succeeds, as a viable alternative, as an eventual replacement for traditional undergraduate education, or as a blending of the two is still uncertain. What is already clear is that the open, probing questioning of the kinds of undergraduate education in our so-called best quality, prestigious colleges has broken the magic spell which has protected them from exposure. There have been and will be attempts to rationalize the rituals on which such colleges depend in elegant language, but they have lost their sanctity. The walls have been penetrated and what was claimed as sacred magic has been exposed as number prestidigitation, memory games, trickery and slight-of-hand.

There is general agreement in all the institutions involved in the University Without Walls project as to the basic concepts and elements going into a UWW program. However, contrary to the impression which many people get from reading news stories about it, the University Without Walls is not one monolithic program duplicated in many institutions. The form it takes in different institutions varies. This is so for many reasons, among them the fact that individual programs are aimed at different target groups--e.g., college drop-outs, the culturally deprived, intellectually precocious high school students, the culturally deprived, adults employed in full-time positions, minority groups, etc., etc. Too, the UWW is likely to be shaped by the varying histories of institutions, location, procedural idiomatics, etc., etc. Nonetheless the project is a unified one in that all the colleges accept the same premises although they implement them in individual ways and styles. Furthermore, the project aims ultimately at making the learning resources and opportunities of all UWW programs and the institutions sponsoring them available to all students enrolled in the UWW. It aims also at a common UWW degree awarded by the Union for Experimenting Colleges and not by an individual institution.

Because the UWW has abandoned the dogmas, assumptions and paraphernalia of existing institutions, it has found inadequate to its needs the commonly used approached to such processes as admission, assessment of level of intellectual achievement, and the criteria for awarding of the bachelor's degree. Each institution introducing a UWW program has been forced, therefore, to create for itself patterns for dealing with these stages in the progress of a student's education. There is, as a result, among the institutions experimentation with a wide variety of approaches to each of these. Eventually there will undoubtedly emerge from this range of experimentation approaches which work better than others and which have fairly widespread acceptance. To assist individual colleges in capitalizing on the experience of all, a fairly substantial Newsletter, reporting on activities in all programs, is distributed periodically. This, and the UWW Workshops, provide the whole group of colleges with a rich resource of ideas, approaches and the like.

What I am saying is this: As the various colleges have inaugurated their programs they have had to face up to some of the hardest questions in education. (1) How does one define a Bachelor's degree without recourse to the magic of numbers or a set of assumptions about the blocks of information it should contain or the passing of a set of content-oriented examinations? (2) How does one move faculty trained in the system from traditional classroom-centered roles to those of "facilitator," counselor, program advisor, etc., roles congruent with a greater use of independent study, a flexible curriculum field study, etc.? (3) How do you help faculty overcome the anxiety frequently generated by these new roles? (4) What new skills are needed by faculty teaching in the UWW? (5) How do you help faculty take the student more into account in planning and in releasing him for assuming more responsibility for his own learning? (6) How can professional people used as adjunct faculty be oriented to the level of student achievement, to what a learning experience is, to ways of relating to students? (7) How does one translate field study into academic credits which, alas, are still the medium of exchange between institutions of higher education? (8) Or, indeed, how does one assess performance in field study, even in its own terms? (9) How does one assess what has been learned through experience as counting toward a Bachelor's degree? Etc. Etc. I could go on and on, but these are a few of the questions to be answered as the UWW develops. Hopefully as individual institutions struggle with these problems and others they will come up with some new answers. That, at least, is what the experiment is about.

DEGREES AND CREDITS VIA CORRESPONDENCE, INDEPENDENT STUDY AND EXAMINATION

John Summerskill

Thank you Dean Thompson. As the Dean said, I have been overseas these past three years and I have been working on External Degree Programs in the United States for only six weeks. So today I am going to move pretty fast here and hope that those of you who have been heavily involved will have time catching me and pinning me down.

I would like to speak first about the role of the College Entrance Examination Board with respect to external degrees and then some comment about correspondence courses, independent study and credit by examination--the subjects of this panel.

There are new administrations at both the College Board and the Educational Testing Service in Princeton and there is recognition that we must be engaged in new educational programs, recognize new problems as they arise, and serve the emerging needs of our members. The two organizations have developed a substantial research and development effort and took two major steps this past year in the area of non-traditional study and external degrees. First, the Commission on Non-Traditional Study was established under the chairmanship of Sam Gould. This is a commission of outstanding educators and public figures who meet periodically to examine the issue with respect to non-traditional study. A preliminary report from the commission is now available and we expect further reports to provide guidelines for the work of all of us in this expanding and complex field.

Secondly, the College Board and the Educational Testing Service have jointly established an Office of External Degree Programs at the Board's offices in New York City. It is too early to spell out in detail the programs which this office will undertake but certain areas of activity are already clear. In the first place the colleges and universities are displaying great interest in external study and we have already received more than three hundred inquiries by mail for information. Indeed, we will be happy to provide any of you who write me with copies of John Valley's excellent Inventory of External Degree Programs and with copies of the first report of the Commission. We will continue to serve as an information clearinghouse for our members and other institutions.

Next, we can see an interpretive function ahead. Institutions are asking for clarification and guidance in establishing external study programs, in evaluating job experience and training received in business or the community, in new technologies available for independent study, etc., etc. As we acquire expertise in these and other areas, the Board will undertake publications, conferences and consulting services, designed to assist institutions who wish to establish sound external study

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Dr. Summerskill is the Director of the Office of External Degree Plans for the College Entrance Examination Board.

programs.

Our third area of activity, in which we already have a deep commitment, will be testing and evaluation. As you know, the Board and ETS, with assistance from the Carnegie Corporation, had developed the College Level Examination Program which permits awarding of credit on the basis of specially constructed examinations. Tests are now available in five general and twenty-nine special subject areas. We are also ready to adopt these examinations to meet the special program needs of individual institutions and we are going to work on other measures related to job experience, appropriate community service, and other human activities which colleges may wish to recognize for credit.

The Office of External Degree Plans will also initiate and encourage research. We are particularly interested in following new external study programs to obtain measures of achievement and quality of education which can be compared with the outcomes of more traditional study. We think it will be important to investigate results of external study with respect to job opportunities, ease of entry into the job market, and subsequent job performance. In addition, we want to study the cost of external programs because it is sometimes claimed that this instruction is considerably cheaper but we do not yet know the actual cost of new instructional materials, increased administrative and support services including libraries, and the increased needs for advising and counseling which independent study occasions.

At this juncture I would like to make it clear that the College Board does not, in itself, award credit to students nor do we grant degrees. We do not see this as our role but rather yours as representatives of the chartered colleges and universities of this country.

Now, before we move into discussion, I would like to make, briefly, some observations about the topics assigned to me. As a generality, my first reconnaissance shows that it is common now in American institutions to grant credit for course materials which are studied outside the classroom. But it is not yet common in the United States, nor in other countries I know of, to grant degrees based solely on study outside the classroom. Consequently, we have great interest in following progress of the Open University in England, to the new Regent's Degree program in New York State, and similar important experiments.

Regarding correspondence courses, this is clearly big business in the United States. More than 3,000,000 persons are now enrolled in home study courses but the Air Forces account for at least 60% of these enrollees, private institutes 22% and the USAFI 9%. Only 8% of those studying by correspondence are enrolled in university or college programs. This is all the more significant because surveys have shown that the chief reasons for enrolling in such courses is to obtain college credit or to obtain certification which requires college credit. Indeed, a survey by your own association together with the National University Extension Association, in 1968, showed that 77% of your correspondence students were enrolled for degree credit.

Squinting into the future, we are going to have to deal with some major obstacles in the extension of opportunities for credits through home study. Among these is the finding of the Correspondence Education Research Project that educators in general have a negative attitude to such study. Related to this is the reluctance of faculty members to participate in the planning and conduct of correspondence programs. Also, research has shown an extremely high drop-out among correspondence enrollees and this raises serious questions about student motivation, the need for counseling, etc. Further, there is the absence of a single national accrediting agency and the National Home Study Council, as you know, operates on a voluntary basis and the vast majority of the proprietary institutes do not belong.

Perhaps what is needed is a national agency modeled after Britain's National Council on Academic Awards. The College Board might have a role to play in these developments together with your association and others interested in the strengthening of high quality, non-traditional learning. There is also, in my judgment, a need for national organizations to review and assess the quality of the teaching material used in various home study programs. The Open University in England has given us a new concept of how excellent, interesting instructional materials can be developed through a team approach involving qualified faculty, educational technologists and communication experts. Finally, as indicated previously, we are going to need research on the attainments of home study graduates in academic terms and in job terms.

With respect to other forms of independent study for credit, our established institutions have traditionally reserved such opportunity for superior students but it is now being extended for others. Among the pressures in this direction have been student demands for more "relevant" education including community service, urban and ecological projects, ethnic studies and others. Another major force towards independent study is the continuing democratization of higher education so that a wider segment of the population expects this right including working students, especially women. Perhaps most important in the long run is the satisfaction of college faculty members, at least some college faculty members in some institutions. Traditional course organization and traditional teaching methods are being looked at anew in some quarters. At a recent conference on University Teaching and Learning in Montreal, presentation after presentation pointed to modular instruction, individualized instruction, self paced instruction, instruction with cassettes and slides, computer assisted instruction, and so on. These teaching experiments incorporated a new usage of examinations with the emphasis on their feed back and learning functions rather than the process of student selection.

To make reasonable plans for independent study programs there are many things we have yet to learn. How many existing students might desire and benefit from such instruction? How many additional students--adult working students--might enroll? Which students can benefit from independent work and what are their characteristics? How can we identify these students and guide them into non-traditional modes of study? How do we monitor and identify the students who flounder in independent study and should be offered traditional channels? We must encourage our research colleagues in education and social science to study and answer these questions.

Finally, and most briefly, the important matter of credit by examination. I have already referred to the deep involvement of the College Board and ETS in credit by examination programs. Merely a thousand colleges and universities now make use, in varying degrees, of the CLEP examinations. And we are not alone in these developments because New York State and others are extending by a Credit by Examination using our instruments and others which they developed for specific curricular purposes.

I do not have time here to argue the advantages for students in credit by examination so that there is no unnecessary repetition of learning from courses that which has already been learned in the Armed Services, on jobs, in community service. The economic advantages to State governments and institutions are also apparent when examinations eliminate duplication in instruction. But the credit by examination idea has moved slowly and this is chiefly due to the resistance on the part of college faculties. It appears that this resistance is best overcome on campuses by experimental and pilot projects in which faculties see first hand the performance of their own students on these external examinations. Here the College Board and ETS can help with test administration, scoring and evaluative reports.

My parting comment comes from one who taught evening students in the extra-mural division at Cornell University over a period of many years. I recognize that some of the features of external study which are being "discovered" today with much publicity across the land have been well known to the practicing members of this association for years. I counseled patients while higher education grinds its gears and, hopefully, finds a cruising speed more to the liking of the mature motivated adult student.

IMPLICATIONS OF EXTERNAL DEGREES--FOR AUEC, FOR EVENING COLLEGES, FOR HIGHER EDUCATION

Chairman: Lloyd N. Schram, University of Washington

Recorder: Robert E. Moseley, Dutchess Community College

This session was designed to give the audience a chance to react to the presentations given by Dr. Schwarcz, Dr. Rice and Dr. Summerskill. All of the questions were directed to Dr. Schwarcz and they are detailed below:

Question: How are students in the open university evaluated?

Answer: The curriculum is bookish, traditional and text-oriented. The original plans did not include course examinations; however, the University was forced to incorporate them in order to provide a degree of academic respectability. Course requirements stipulate that the student must submit ten assignments for evaluation after which he must take a standardized, computerized final examination.

Question: Are the instructional packets being evaluated? If so, how?

Answer: The program did not begin until last January. Current estimates are that it will take a minimum of twenty weeks to prepare one week's assignment. Student feed-back and the drop-out rate are among the evaluation techniques being used.

Question: Why were only 25,000 of the 40,000 applicants accepted?

Answer: The primary reason was due to financial considerations. In addition, the limited availability of facilities and personnel to provide adequate counseling as well as other student services also were contributing factors.

Question: What is the rate of attrition?

Answer: There is no measurable attrition rate as of yet since the University is in its first year of operation. University officials anticipate 20% during the first term and 40% by the conclusion of the first year.

Question: Is greater emphasis being placed on the final examination than on the ten assignments relative to the computation of the final grade?

Answer: The final examination composes one-third of the final grade while the ten assignments compose two-thirds.

Question: Is there a time limit for the submission of the ten assignments?

Answer: Yes. Dates are established and each assignment must be submitted prior to or by that date.

Question: As there is no criteria for entrance, is there not a tremendous potential for waste?

Answer: Most applicants were counseled before they enrolled and were advised not to enroll or to take some sort of remedial work before reapplying. All of the other universities in England take in a total of 40,000 students per year while the Open University plans to enroll 35,000 in the second year and 50,000 in the third year.

Question: What provision is made for those individuals who do not meet the entrance criteria?

Answer: None. They do not have a remedial program. The curriculum is very difficult, too difficult in fact for the normal freshman or sophomore college student in the United States. University officials had anticipated a maximum of ten hours of home work per week. This has increased in many cases to fifteen hours per week.

Question: What procedures have been established to prevent cheating?

Answer: The required attendance by every student at a one week summer session each year and the taking of a final exam in person by each student.

NEW OPPORTUNITIES AND OLD OBSTACLES
CONTINUING EDUCATION FOR WOMEN

Speaker: Anne Campbell, American Association of University Women

Chairman: Robert W. Shaw, Bradley University

Recorder: Gail A. Nelcamp, University of Cincinnati

Overview of Session:

The tongue-in-cheek remarks of Chairman Shaw presented a challenging introduction for Mrs. Campbell...and she proved worthy of the challenge.

Mrs. Campbell examined in her talk many of the obstacles facing continuing education today. She stressed that with the increasing emphasis upon the full development of the individual person, women stand to gain greatly. In some cases, these gains will result from the pampering of special programs for women. This will be particularly true during the period when visibility of programs for women is needed. Often, there will be the need to "go to the mountain" and engage in various community programs. Over time, however, the special needs of women will be met as are the needs of any group, through the efforts of educators to provide the climate for maximum possible growth of all individuals.

Remarks by Chairman Shaw:

In my opening remarks, which will be brief, I would like to suggest that the new opportunities are here and the old obstacles are not yet gone. However, I am mainly concerned with one old obstacle that may, or may not, be on its way out.

On the subject of women, folklore and the "wisdom" of the ages are both filled with clues that suggest the greatest of all obstacles facing women--male prejudice.

The Turks say, "When listening to a woman believe one word in forty."

The Japanese say, "A woman's tongue is only three inches long but it can kill a man six feet tall."

The Russians say, "When the devil fails, he sends a woman."

The Germans say, "A woman has the form of an angel, the heart of a serpent and the mind of a mule."

And the Americans have been singing for some time, "There ain't nothing like a dame." And they aren't exactly referring to intellectual ability either.

Otto Weininger, in his book Sex And Character (which incidentally is almost impossible to find in libraries today--possibly because most librarians are women) says that the reason these ideas still persist is that (and I quote) "Women do not belong in the same class with men any more than shrews belong in the same class with bluebirds." Weininger goes on to say that the fact that men and women can reproduce together is one of the anumalies of the ages.

We can not help but believe that the male prejudice, for good or for bad, still remains the most formidable one preventing women from entering new opportunities that are now open to them in continuing higher education.

Continuing on--we would like to make another suggestion. Only when women and men have the opportunity to share job opportunities on an equal basis, will men possibly learn that prejudices concerning women's abilities and women's place in the socioeconomic structure are merely based upon folklore and myth.

This opportunity may be closer at hand than we think. New directives from Washington indicate that pressure is being brought to bear on all businesses and industries with government contracts (except those in construction trades) not only to employ more women, but in fact to go out and seek more women to fill specific quotas.

The meaning of this to the continuing education business could be considerable. But how does this tie into new opportunities in education?

According to Patricia Cross from Berkeley's Center for the Study of Higher Education, in her position paper prepared for the Education Task Force of the White House Conference On Youth, there have been three major philosophies about who should go to college.

First, early in the history of our country, there was the aristocratic philosophy which predicted college attendance from time of birth, especially for the male and without regard to his ability.

Second was the meritocracy philosophy that hit its peak in the 1950's and still favored the male's right to a college education over that of the female. This philosophy advocated that the criteria for college admission should be based upon ability and the willingness to study hard.

The third philosophy was that of EGALITARIANISM, defined as, "social philosophy advocating the removal of inequalities among men." (You notice there is still the reference to men) However, applied to college entrance it means that everyone should have equality of access to educational opportunities, regardless of socioeconomic background, race, sex or ability. Open admissions is a symbol of this philosophy.

The paper continues: "Both aristocratic and meritocratic practices of college admissions have passed their peak of influence in determining who shall go to college. Most young people, both male and female, of the high socioeconomic levels are in college; most young people (males) with good grades or high academic aptitude test scores are in college. The group new to higher education in the decade of the '70's will be those of low socioeconomic status and those with low measured ability ...

"The movement is already underway. The majority of students entering open-door community colleges come from the lower half of the high school classes, academically and socioeconomically."

(And we personally feel that this movement will see more women entering college than at any time in our history.)

I conclude my remarks by finally suggesting that the new directives for employing women in business and industry (which might help remove the male prejudice) certainly will bring women's demands for better opportunities in higher education into an entirely different focus for all of us who are involved in the movement itself.

I now turn the program over to our most distinguished guest, The President of the American Association of University Women, Dr. Anne Campbell.

Summary of Remarks by Dr. Campbell, as prepared by the Speaker:

Women having educational needs for a variety of reasons--necessity to work, desire to work, self-fulfillment, personal growth, promotion requirements and advancement possibilities--many others--have only recently had available opportunities that are designed to fit the pattern of women's lives. On the other hand, it is equally as vital that men also have need of continuous educational opportunities. "It is imperative that our nation utilize to the fullest, the potential of all its citizens."

Obstacles of such recovery of educational credits, prerequisites added or maintained, residency requirements and rigidly scheduled courses still plague the institutional operation. Planning of programs has largely been vested in persons at the higher education levels with too little participation by the recipients in the planning--participators with life experiences to enhance their contribution.

The economics forced by mass higher education which is now said to be the right of every person, including women, are forcing new educational delivery systems, unique and innovative organizational patterns. The economics of a highly technological society along with the rapidity of changing occupational requirements have also caused governmental intervention and public ultimatums to reexamine traditional programs in higher education. Further, with the advent of mass communications and multi-media capabilities learning is taking place in many experiential activities and in many different facilities under many different circumstances.

With additional leisure time imminent, with productivity demands, obstacles that have impeded women's educational opportunities are giving way. External degrees, open universities, credit for experience, extension, extended home learning, non campus college are all manifestations of the winds of change in higher education. Women will gain.

The highest possibility which a college and university can open up is to make it possible for the persons to be her or his best self.

CHANGING PATTERNS IN UNIVERSITY ORGANIZATION, STRUCTURE AND RELATIONSHIPS AS THEY AFFECT EVENING COLLEGES

Chairman: Frank E. Funk, Syracuse University

Speakers and Topics:
Myrtle S. Jacobson - "Changing Internal Relationships"

Ernest E. McMahon - "Changing External Relationships"

Recorder: Richard A. Kaplowitz, C. W. Post College of Long Island University

Overview of Presentations:

Dr. Jacobson, discussing changing internal relationships, suggested that current economic conditions are leading many institutions to institute internal redistributions of resources, at the expense of the evening schools. Further, on those campuses where the evening school is being merged with the day school, the basic structures involving administration, faculty and students are all being radically altered.

Dr. McMahon, discussing changing external relations, focused attention on the basic relationship between the evening school and its clients. He discussed differences between our newer clients and our more traditional clients, and suggested appropriate institutional responses to the changing needs and demands of these new clients.

Dr. Funk suggested a number of questions that need to be examined in reflecting upon changing patterns.

In discussing changing external relationships, the following major concepts received attention:

---Colleges frequently focus on raising levels of education, and of public discourse; today's communities frequently seek direct commitments of resources to community service and development.

---In dealing with credit courses, institutions of higher education continue to be in control when dealing with non-credit instruction, the client becomes the power broker, the wielder of pressure regarding program offerings.

---We continue to seek new students; we must, therefore, respond to the demands made (pressure) by today's clients. At the same time, our older clients still exert pressures, generally designed to maintain the status quo.

---The nature of the relationships that you establish with clients depends upon (and, of course, affects) the programs that you will undertake. They may be traditional or new programs; credit, non-credit, or both; formal courses only, or broader experiences such as study groups; etc. may have a stay-behind-the-desk administrator, or one who goes into the community.

---Many of today's new clients see continuing education as a secondary goal, in support of their primary goals; our older clients had accepted the educator's view of education as primary.

---The continuing education administrator is often the institutional staff expert on the community.

---We now have clients (or, rather, prospects) who will not come to us, but rather whom we have to court. They do not believe in the Horatio Alger myth and ethic of hard work leading to success and upward mobility--and have had experiences to support this disbelief. These people will respond to demonstrable results, but not to empty-sounding or inflated promises.

---The evening dean can no longer prescribe. Rather, he must involve his new clients in planning, a role that they demand. ("When sitting down with clients, don't be talking when you should be listening.")

A number of questions were raised and several additional points were made during the discussion period.

---Helping another agency do what they can do better than you could do the same thing is cooperation in its finest form.

---Semantics becomes important in dealing with the new clients. For example, "paraprofessionals" may be a less acceptable term than "new professional" or "new careers."

---Continuing consultations and meetings are a more valid form of learning of clients' needs than conventional program "counseling," in which the student was told how it is and ought to be.

---Urban areas today generally do not present one unified community, but rather have multiple client groups, to be served separately.

---The topic of "Changing Internal and External Relationships" was focused upon in terms of how they are changing, and how those changes affect us. Alternatively, we ought to also consider how we can have an impact and provide leadership, that is, "How Evening Colleges Can Effect Changes in Patterns of University Organization, Structure and Relationships."

CHANGING INTERNAL RELATIONS

Dr. Myrtle S. Jacobson

In stock market jargon, optimism is reflected by a bullish trend; pessimism by a bearish trend. If I were now writing an essay on evening colleges for the Wall Street Journal, I would describe the trend as objectively bearish. Nevertheless, I am optimistic.

For many decades, evening colleges have aspired to greater autonomy in decision-making, to more generous funding, to permanent core faculties, to freedom to experiment with new programs and curricula, and to enjoy self-identity and integrity in serving adult students. To a large degree, these aspirations are now being seriously eroded by reason of relatively adverse conditions facing parent institutions.

At the outset, let us remember that the evening college has always been in the nature of an adjustable subsidiary of the holding company. As supply and demand forces affected the main institution either for good or ill, the effects were rather promptly transmitted to the evening college. Feast or famine has always been the evening college's destiny. It now appears that conditions of austerity, without much time lag, are strongly developing for the evening colleges due to poor economic circumstances of many institutions.

First let us distinguish credit and non-credit programs. With respect to non-credit programs, evening colleges have been steadily expanding their offerings as a community service. Furthermore, they have created opportunities for more intensive utilization of space and facilities. Finally, they chiefly were either profit-making or self-sustaining educational enterprises.

Of these resourceful innovations the institutions generally are proud--so long as the programs make no demands on operating budgets or on space and facilities not otherwise allocated. As these favorable circumstances continue to prevail, non-credit courses will continue to flourish. Indeed, even when space and facilities on campus become stringent, non-credit offerings have found alternatives by migrating to local libraries, town halls, primary and secondary school buildings and other public facilities. But it goes without saying that they have to remain self-financing.

With respect to degree curricula, however, the options are much more limited, since these involve claims for necessary funding, for adequate provision of space and other material resources, for necessary personnel--both teaching and administrative and for broad areas of freedom in determining policies and procedures. The realistic conditions now faced by the institutions, however, are quite adverse to such claims on resources and to self-determination by evening colleges.

Open enrollment policies and subsidized educational opportunity programs recently adopted have taxed the physical and human resources of the day college. When these resources are scarce, more day students can be accommodated principally by transferring space and other facilities from the evening operation to the day operation. Thus the concept of "one-college" has emerged, erasing the principle of separate but equal units. Integration becomes an economic necessity in many instances though it is perhaps quite questionable on academic policy grounds.

As soon as the "one-college" concept becomes the governing principle, then every structural and functional characteristic of the evening college is altered drastically. Let's briefly look at the main segments: (1) administration (2) faculty (3) students.

With respect to administration, the "one-college" concept means that policy-making powers and governance are centralized. The distinction between day and night administrative authority is obliterated. What emerges is a mere delegation of responsibility to carry out the policies of the central authority. In an organizational sense, decision-making and program administration by evening deans and directors are realistically converted into a ministerial function to implement decisions already made by others.

With respect to faculty, fiscal stringencies make it imperative to economize. Thus the notion of a permanent faculty for evening teaching has to surrender to the economic imperative; permanent faculty is too high in cost. Hence temporary lecturers on hourly rates or junior faculty in lower ranks are utilized for the evening. Second-class citizenship begins to grow as the dominant self-perception. Faculty prerogatives cannot be exercised by a minority group of low power and prestige.

This infection then spreads to the student body. Budgeting and programming for the evening become residual after the needs of the day are fully satisfied. A sense of discrimination favoring full-time students to the detriment of part-time students begins to develop. All sorts of qualitative comparisons are then used by the institution to justify inferior funding and resource allocation as well as restrictions on decision-making powers. Grade distributions, attrition rates, production of degrees, admissions to graduate and professional schools--you are all well aware of the indexes of quality that are employed.

Most significant is the deterioration of evening student extra-curricular activities. Newspapers and other publications addressed to the problems and aspirations unique to the part-time evening student may be eliminated. Evening student representative assemblies and governing councils may sink into desuetude. Indeed, the students as a countervailing power to the governing centers of institutional authority may very well disintegrate.

Another external threat is the rising unemployment rate for college-trained personnel. The impact on evening studies may be quite severe in terms of enrollment figures. If markets continue to be glutted by unemployed or under-employe degree holders, the incentive to continue higher education is dampened. Loss of clientele is a rather serious reality confronting many evening divisions.

In what directions should evening colleges hopefully look to gain stature and meaningful productivity? As a general principle, it seems to me that evening colleges, through imaginative planning and innovation, must begin where the main institution leaves off. Evening colleges have a precious service to offer to the community and they must exercise every bit of ingenuity and resourcefulness to promote its market value. How?

1. Greater development of novel innovations in degree programs that could be self-sustaining. Examples at Brookly College are the Special Baccalaureate Degree for Adults, the Small College Program, the Liberal Program for Adults.

2. Development of external degree programs with the utilization of technological devices such as TV, tape recordings, study manuals, etc. Essential also are local area counseling and discussion groups. These techniques involve low overhead costs and low demands on space and facilities.

3. Cooperative educational enterprises with labor unions, banks, insurance companies, industrial firms. In the public sector, prisons, drug rehabilitation centers, senior citizen projects, hospitals and other institutions are fertile fields to hoe. These could be on a tuition-subsidy basis by the firm or public institution. The need is fantastically high; the potential for good is tremendous.

4. Expansion of community-oriented programs in areas of common concern. There are many examples: (a) Problems of Environmental Pollution (b) Regional Planning for Urban Centers (c) Revenue-Sharing by Governments (d) Political Processes (e) Economic Trends (f) The Scientific Revolution (g) War and Peace. Many other exciting integrated, inter-disciplinary courses of study could easily be named.

5. Organized efforts to develop ideas and programs that parent institutions can practically adopt in order to enlarge alternative resources not at the expense of the evening college. There are many examples now in stages of development at the City University of New York. A "cost of education" voucher system to be paid by States and municipalities has been developed with Long Island University and Pace University for City University students. Thus the student congestion at City University is being relieved while benefitting the private universities that have suffered losses of enrollment due to the City University's open enrollment policies. The leasing of space and facilities from St. John's University and Long Island University that have surpluses of such resources due to declining enrollments have also impeded contractions of the evening colleges.

6. A fair share of State grants and subsidies awarded to the institution must be allocated for the evening college's budget. Campaigns for public bond-issuing corporations to make construction

funds available for new buildings for evening and continuing education divisions must also be launched.

Imagination and energy can thus be mobilized by evening deans and directors to establish reasonable alternatives for the main institution. Without such actions the recession will grow more acute.

But I am confident that when evening college leadership pools its knowledge, experience and resourcefulness, it will be able effectively to stem the tide and reverse the unfavorable trend now confronting evening colleges.

PRESIDENTIAL ADDRESS

CHANGE

Dr. Joseph P. Goddard

Things I wish to change ...

Things I do not wish to change ...

"Change for change's sake," an old cliche, may be useless and inefficient--and sometimes even costly.

I do not want to change the honesty, integrity and the desire to provide education services for adults by members of AUEC or by the institutions represented in AUEC, but I would change--wherever it exists--the idea that these services should be self-financing or profit-oriented. This "double taxation" of our adults is indefensible.

I would change any and all administrative procedures to more efficient ones or more economical operations due to technological advances that we enjoy, but I would not change any procedures or operations dictated by these advanced mechanisms (such as computers), if such changes would deny services to adults or move to inconvenient times deadlines that adults can not tolerate. I would change any requirement which denies an adult quality education, based on time of day or geographical location of meeting place, and I would resist any such changes if their purpose is to cheat the adult of the opportunity to achieve his stated objectives and desired goals.

I am pragmatic enough to change or discard that which is obsolete, but I am unwilling to discard useful tradition and have it replaced by modern "nothingness."

I wish to change the old idea that learning ends when a diploma is granted. This, as we know, is a tragic mistake. While we do not recommend that diplomas self-destruct after two or three years, we do wish to up-date and keep knowledge current and active in order that adults may become more involved with life. They do so with facts and reality--not on erroneous information and "old wives' tales." This, we hope, would assure freedom for each of us, and would not engender power with which to destroy one's fellow man--because of some glandular disorder that causes him to be not as "fat" as I am; nor should it be based on some other false idea held by some to be valid.

If I may quote from Bell, "The (adult) student who believes that his education is over the day he receives his diploma is tragically mistaken. About all he has is an admission ticket to the most promising, puzzling, rapidly changing and stimulating society known to man.

"The price of survival in that society is continuing, lifelong learning."[1]

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1. Terrel H. Bell, "American Education," January-February, 1971, pp. 23-26

Bell continues, "But lifelong learning means more than personal pleasure today; it means personal survival." The change we refer to here is that in order "To gauge accurately the importance of each day's events in the years to come, a person will have to enlarge constantly the amount of knowledge he has about what's happened in the world before now. It may be trite to say 'What is past is prologue' but it's true. Many older men had to learn the hard way where (Pearl Harbor,), Port Darwin and Iwo Jima are. And Pusan and Seoul. Some younger ones have learned the same way about Saigon and Hue and Danang. Someone may mention some day that America's interests are vitally affected by the situation in Kabul, or La Paz, or Colombo, or Accra. Our educated man (or woman) had better know where they are.

An adult will need to "run fast to keep ahead in general knowledge or he will never be able to communicate with or relate to the students of the 1990's--(or even) his own children. If his son or daughter comes home from high school and asks for help on a term paper on 'The Effects of Cisolefins on Gene Mutation' he had better not ask who Sis and Jean are or he'll lose the communication campaign right there."

If we realize that "scientific knowledge is doubling every decade and if today's educated adult doesn't expand his knowledge systematically and continuously, he will be lost by 1991." Concurrently, if we do not learn to communicate effectively with the new neighbor in the next block or even next door, all of this scientific advancement will be for naught.

With all of these things in mind, we face a radical change today in our educational process. The Open University, The University Without Walls, The Empire State College--all these refer to learning whenever and wherever one might find himself. Many of these ideas have been proposed, discussed, "cussed," and hashed over for years by Evening, Extension and Continuing Education people in this country. So now, with impetus from the "Mother Country," the Colonies are alive with the invention of the "wheel" that people--particularly adults--can learn outside of the Ivory Towers. With full approval from the Carnegie and Ford Foundations, quality education may be accomplished in learning centers or by independent study to quality one for degree status. Education hierarchies have been thrust upon us by higher education commissions, governors' offices and other agencies which now recognize and claim authorship of such programs as evening classes, off-campus classes, correspondence studies and all other ways in which man can learn.

I propose this change to all of us. Let's make it known to all that we in the "Colonies" do not need to spend 125 million dollars, as the Mother Country has, for STAR Time. By this we mean Second Time ARound for some. It may even be a first time to attempt such an education for others. We already have the courses in our curricula; we already have the learning centers in our institutions; we already have the trained people to provide education to all who will accept it. As I see it, each evening college (or continuing education unit) is a learning center manned by competent educators with full curricula in most areas (others may be obtained, particularly through consortiums of colleges) and fair recognition that other institutions besides our own know how to educate adults or anyone interested in learning. We may want to change or add to our institutions the idea of "credit banks" (they may be local, regional, national or international) where adults may deposit their records of learned material to meet the requirements of the freshman curriculum as 25% of a degree, another 25% upon completion of a sophomore level, and so on for the junior and senior years, even right on through the Ph.D.--in fact, to any degree level the individual is capable of completing. Mind you, this is what we already have, not with unnecessary additional expense for new and different institutions which are not really new or different--just with academic approval and administrative financial support.

The point I am trying to make is this: Why should the "powers that be" spend millions of dollars to superimpose on our existing programs an additional academic program and administrative structure when there already exists those organizations and structures in the institutions represented here and in others of like nature in other continuing education units?

In all of these proposed changes, we do not recommend the deletion of any existing programs or institutions--we just want to use what we already have to provide the opportunity record those credits earned. The wheel need not be re-invented, just gently rolled along by the people who have been struggling to turn it for over 50 years in this country.

We may ask why, as we sit idly by, do such suggestions, programs and glamorous ideas such as The Open University receive financial support and academic approval when our own programs have suffered so long from the lack of both?

An example of the lack of public information may help to show our need for adequate public information: In U.S. News and World Report as early (or late) as August 17, 1970, we had the following caption: "A College Moves Off-Campus To Teach." This report was made by Dr. Michael Bennett, President of St. Petersburg Junior College. Dr. Bennett had taught a class in a local industry. He was so impressed with its success that he made such statements as: "A new idea in teaching...." "educators think the 'extended campus' may catch on all over the U.S....." Dr. Bennett goes on to say that he "hopes for the day when one will do as much as one-half of his college work away from the campus."

So, you see, with all the money we spend for advertising, newspapers, brochures and the like, our story is not even widely known in our own academic circles.

I believe in changes, as stated by Dr. Nyquist in his speech on Monday morning, but that, too, is a distinct change from his speech to this association in 1952. In a recent talk he made these statements:

1. Every high school graduate or person with a high school diploma or equivalent should have equal opportunity for post-secondary education--equal access.

2. Post-secondary means all kinds of post-secondary education--not just B.A. and B.S.

3. Equal opportunity does not mean the same type or length of education for everyone.

4. We need to take a view of open admission--no rigid time limit.

Flexibility - Increased emphasis on independent study. More accommodating transfer policies.

Three marked changes in post-secondary education:

1. Compensatory education; counseling, tutoring and remedial instruction.
2. A loosening up of the requirement that a student must finish his formal education, lockstep, 2-4 years.
3. Growing recognition that there are other post-secondary roads to success and self-fulfillment besides our formal collegiate institutions.

With appropriate assessment techniques, New York will award undergraduate degrees to those who had demonstrated ability equivalent to that of a degree recipient, regardless of how it had been acquired.

This includes TV, radio, church, extension divisions, evening colleges, research labs, art centers, technical schools, historical societies, libraries, museums, correspondence study, Peace Corps, and industrial, commercial, governmental and military programs--and much more.

If men of his caliber can change, so can you and I.

Our (my) positive philosophy should be more like the poet, Tennyson: let us "dip into the future, far as human eye can see --and see the vision of the world and all the wonder that is to be." And, like his Ulysses, we can vow: "to strive, to seek, to find and not to yield."

We will need courage to change what should be changed in adult education, for new ideas and methods and processes of learning are being tested and applied.

We must help the student to understand and appreciate the organic vitality of man's natural and cultural world. We need to help him attain a meaningful core of dignity and autonomy. We must help him develop the ability to be more human and effective in his interpersonal relationships. He needs guidance in arriving at an awareness of himself as an individual and his style of interacting with others. We, as adult educators, must provide that guidance.

The adult educator who believes only in the old ideas of the traditional school is becoming or is already obsolete. We, along with many others, no longer cling to the concept that adult education can occur only in a classroom, or that there must be 10 people in a class before it is offered, or that adults must enter a course at the beginning and stay until the bitter end, or that the teacher always knows best, or that the only way to recruit students is through printing a brochure.

To quote a famous adage of George Bernard Shaw, "What a shame it is to waste youth on young people." Conversely, the great actress Marie Dressler once said, "It is not how old you are, but how you are old."

And so, for many adults, the multi-media, variegated, fascinating continuing education (evening) courses, conferences, workshops, institutes, seminars and study tours are open to all of our citizens, and we know for certain then that the poet Browning was right when he said.... "the best is yet to be."

And, may I encourage and strengthen each of you with the unforgettable words of Dickens' Tiny Tim: "God bless us, every one!"

Thank you.

PART II

SPECIAL INTEREST DISCUSSION GROUPS

COMMUNITY SERVICE PROGRAMS
WORKING WITH OTHER AGENCIES AND INSTITUTIONS

Chairman: Thomas J. Dolphin, Clark University

Resource Persons:
Mary E. Miller, Southern Methodist University
Clyde W. Balch, University of Toledo

Recorder: James R. McBride, Sir George Williams University

Both speakers felt that the University should take a position of moving into and working with the community. The political effects of such a move must be judged since there will be reaction to this type of involvement by Universities. Each University must evaluate its roll and determine in its own setting just how useful it can be.

Dean Balch raised the question as to whether or not universities should take the initiative to solve problems in the community. He pointed out that, through his operation and the work he had done, the University had become a focal point of controversy. As a result, the University had to bear the brunt of outside reaction. Radical problems in the community were exposed by the University within the University.

Public service courses at the University of Toledo were run on the profit made by other standard courses and the decision to offer these programs which cost money was the Dean's decision rather than the whole University community. As a result of the new programs involving the University, the University became polarized. However, as Dean Balch explained during question period, to do nothing meant the University was polarizing itself anyway.

Dean Miller explained that the philosophy, if indeed not the stated aims, of Southern Methodist University was based on public service: if the community can not come to the University, then the University will go to the community. Examples of programs based on this policy were then presented.

Southern Methodist currently offers a Master of Liberal Arts as a non-professional degree through Continuing Education. This is a four year old program in which 890 students are enrolled.

During the past year numerous short courses were held that enrolled approximately 3,500 people. "Community needs" programs were offered such as home buyer courses, human dynamics programs and programs for apartment building managers. These courses and programs tended to be highly pragmatic. In addition, both undergraduate and graduate credit courses were offered with adequate provision being made for those individuals who merely wished to audit.

A number of detail questions were asked. The following represents the major ideas gleaned from this portion of the discussion.

Dr. Witte and Dr. Dolphin both outlined how universities in their communities were combining efforts to use each other's resources thereby enhancing the educational opportunities available to full-time as well as part-time students. Several methods have been used to bring about this inter-institutional cooperation within a given geographic area.

1. Inter-institutional departmental meetings within a given community have been held.
2. Library resources have been shared.
3. Faculties have been shared to staff specialized programs.
4. No cost student exchanges also have been accomplished.

Two major questions were raised but not discussed in any detail prior to the end of the session:

1. How much should universities do in the public sector?
2. Can the university be all things to all people?

REGISTRATION PROCEDURES

Chairman: Frederick W. Burgess, Villanova University

Resource Persons:
Sherman V. N. Kent, Rider College
John W. Mybeck, Purdue University Calumet Campus

Recorder: Herbert P. Stutts, The American University

The session on Registration Procedures was one which generated much interest. It was well attended (53 people) and many facets of the registration process were discussed. The success of the program was due in large part to the organization of the program provided by the chairman and the resource people. The panel made a presentation of four areas considered during the discussion period. These were (1) Philosophy of Registration (purpose-objective), (2) Categories of Registration (Regular-Pre-Advanced-Late), (3) Methods of Registration (Stand-up, mail, telephone, student advisement) and (4) Registration System (pencil-paper, card, computerized). The chairman and resource people made brief but thorough comments regarding these four areas. This approach provided the audience with a structural outline for the "question and answer" period. This technique also provided the audience with the opportunity to maximize the time spent in the session for discussion between them and the panel.

Although most of the discussion period was spent on topics which had a direct relation with the "physical" aspects of registration (stand-up, arena, scattered mail, advanced, pre.), there was a central or general concern associated with almost all of these areas--student counseling or advisement. There seemed to be two schools of thought among the group. The first was that evening colleges are composed of mature, responsible adults who do not require an extensive system of academic advisement. In general, this group relied heavily upon the "printed word" for the student to select classes and acquire information about the rules and regulations of the University or College. The other group advocated a more formalized or controlled system for academic counseling or advisement. Although the two groups differed on the method for academic advisement, they were all in agreement that appropriate and adequate counseling must be provided.

1. Much of the discussion dealt with various aspects of advanced registration. The majority of the institutions represented had some system for advanced or pre-registration. Of these schools, one main concern was how to handle the student who gets closed out of a section. Two good suggestions were presented: (1) provide a space on registration form for an alternate course (2) have a "pool" of reserve faculty which can be called upon to teach new or additional sections.

2. Several ideas were presented with regard to getting information out to students for advanced registration. Practically all institutions had employed the standard media of newspapers, radio and direct mail. Several institutions used the avenue of announcing registration information in classes which were currently in session. Another used the midterm grade report as source of mailing list. The best over-all suggestion was to get to know your computer systems more in order to learn of the capabilities of his operation. "Educate" him regarding your needs and get him involved working out solutions to various information which can be obtained from existing data.

   Many of the institutions represented were using some form of mail registration. One excellent suggestion came out of this discussion--don't use mail registration unless your program is large enough and you also have adequate personnel to handle the large increase in paper work and record keepings.

   The majority of the group required transcripts prior to registration or 10-14 days after classes began. Most institutions did not require college entrance exams for admissions to degree programs. Of those that did, one had a good policy of not requiring entrance exams five years after graduating from high school.

   Almost all institutions represented in the session were utilizing some form of advanced registration. Over half of this group acted as own registrar. The majority of these institutions employ their own academic advision or counselors rather than rely on each teaching unit.

Typical of the questions asked were the following:

1. Can degree and non-degree students advance register?

2. How do you advise the student who registers by mail?

3. Do you require a signature from your office for each registration?

4. How do you handle students who flunk out and who have advanced registered?

5. How many universities expect the registrar to police students who are not in good standing?

6. How do you refund fees for the student who advance registered and was closed out of classes?

7. How do you coordinate academic advisement?

FINANCIAL AID FOR ADULT STUDENTS INSIDE AND OUTSIDE THE INSTITUTIONS

Chairman: Daniel R. Lang, Northwestern University

Resource Persons:
Robert Selzman, John Carroll University
James W. Southouse, University of Bridgeport

Recorder: Marvin E. Hartig, University of Evansville

The initial discussion centered on the results of a 1970 survey entitled, "Financial Needs of Students in Evening Colleges," which was conducted by J. E. Whitever at the University of Missouri--St. Louis. The following present a summary of the study's findings which were based on the responses of 955 students.

1. SUPPORT OF DEPENDENTS

    a. 57% of the students supported one or more individuals.

    b. 12% of the students were supporting at least one other college student.

2. RESPONSIBILITY FOR PAYMENT OF TUITION AND FEES

    a. 49% of the students were fully responsible for the payment of their tuition and fees.

    b. 25% of the students were at least partially responsible for the payment of their tuition and fees.

    c. 22% of the students received full support from their families or their employers, or the Veteran's Administration, or a scholarship and loan fund.

3. EMPLOYMENT

    a. 79% of the students were employed on a full-time basis.

b. 13% of the students were employed on a part-time basis.

c. 8% of the students were unemployed.

4. MEAN FAMILY INCOME

   a. The mean family income was $8,956 while the mean student income was $6,672.

   b. Of 226 low income families, the mean income was $3,601.

   c. Of 363 low income students, the mean income was $2,944.

These findings supported the feeling held by most of those in attendance relative to the financial needs of evening students. The question evolved, "What role can we as members of AUEC or as individuals play in prodding state and federal agencies toward the inclusion of part-time students in financial aids legislation?" Dean Lang pointed out that AUEC has had some similar involvement, especially in getting the .50 academic load level included in federal programs, such as the NDEA loans.

As the discussion continued, several points became evident.

There may be problems of terminology and communication. For instance, "adults" don't always think of themselves as "students." Thus, an announcement concerning the availability of student scholarships may go unheeded. Possibly, some other designation such as, "financial aids for adults" might be better. Furthermore, any announcement relative to the availability of scholarships should clearly indicate whether or not "scholarship" implies high scholastic achievement. The evening division staff must make sure that each of them communicates with the adult in a friendly and helpful way to minimize the possibility of the student's visit to the financial aids office becoming a traumatic or discouraging experience.

There is a lack of nation-wide statistics to support the need of financial aids for adults. Also, data is needed relative to the per cent of institutional scholarships, grants and loans currently dispersed to the part-time student.

Those in attendance at this discussion group recommend that the Board of Directors of AUEC either appoint a new committee or charge an existing committee with the responsibility of gathering and studying the type of data mentioned in item two. In addition, this committee might assist in keeping an eye on pertinent legislation, always encouraging the inclusion of the part-time adult student. Some effort of a similar nature ought be expended at the regional level to insure funding at the state level.

The following represents the answers to several questions that were raised as well as other comments that were not previously mentioned.

The University of Minnesota has a "scholarship" idea that allows certain students free admission to a class when that class is not filled with paying students.

About eight of the thirty persons present indicated that their institutions accepted credit cards for tuition payment.

About half of those persons present represented institutions whose tuition rates for evening students were lower than were the tuition rates for day students.

Support for all three alternatives resulted when it was asked, "Where does our responsibility of concern lie?" (a) With current students; (b) with the potential student who feels it is beyond his means to attend; (c) both (a) and (b).

Industry's plan of tuition support appears to be holding up. A trend has been noted relative to the increased support for non-technical courses.

The suggestion was made that companies be encouraged to apply budgeted but unexpended funds to general evening support.

RELATIONS BETWEEN TWO AND FOUR YEAR INSTITUTIONS
OPPORTUNITIES AND OBSTACLES

Chairman: Paul E. Hadley, University of Southern California

Resource Persons:
Henry A. Shields, St. Peter's College
Kermit K. Johnson, Manatee Junior College

Recorder: Richard M. Lipp, University of New Haven

The main areas of concern that developed during this meeting were primarily the wide variety of approaches and problems that existed between the four-year and the two-year institutions, depending upon what areas the school was located in as to what problems and obstacles each faced.

The general concensus seemed to center around the internal problems regarding:

1. The academic equivalent of courses
2. The admission requirements
3. The types of programs

Also, a general concern was voiced as to whose responsibility it was to open the lines of communications between the two and four-year institutions.

Most of the problems discussed were generally of an individual nature. An effort was made to develop an overall problem solving session by dealing with individual problems as a fulcrum. This approach led to wider and deeper discussions regarding future policies and practices within the two-year and four-year institutional communications.

The major concepts that were presented during this session were as follows:

a. A full and more complete communication system must be established between all two-year and four-year institutions.

b. Better coordination between two-year and four-year academic programs and standards.

c. Coordination within program development.

d. Better counseling systems should be established in order to alleviate many of the problems the students have in deciding their ultimate goals.

All of the above problems seem to center around one major area and that is articulation. The general concensus seemed to be that if the junior colleges and senior colleges could learn to communicate on a major scale, and if the various state commissions on education could help to spearhead this communication in general, that in fact they would be able to alleviate the majority of the problems that exist today between the two-year and four-year institutions.

Most of the questions that were asked again centered around the point of articulation. A few examples of these are as follows:

a. Should the four-year institutions be the one to take the initiative in opening the lines of communication with area two-year institutions? If so, how do we begin and where?

b. If the two-year institutions have questions regarding transfer ability of credit and or types of programs that may be considered transferable, who do they direct these questions to?

c. Is the problem in fact a lack of articulation or is it a lack of clearly defined objectives on the part of the two-year institutions?

As it is stated in the above questions, most were concerned with the present lack of communication and many have been striving to improve the communication generally within their regions.

In general, the final concensus was that until such time that all communication lines were opened throughout the Country that we would still be faced with the present problem of articulation.

THE EVENING COLLEGE AND ITS OBLIGATIONS TO STUDENTS
(EDUCATION OR THERAPY)

Chairman: Esther Kronovet, Hofstra University

Resource Persons:
Arthur H. Fedel, University of Pittsburgh
Henry R. Malecki, Loyola University

Recorder: Rev. Edward C. Pappert, University of Windsor

The opening remarks of the resource people generally dealt with whether the university service to the adult student was education or therapy. The discussion soon identified the area as counseling. Little attention was paid to education, perhaps assuming that it would be accomplished somehow. Counseling then became the process whereby a university person interpreted the calendar for the student and tried to relate the whole university complex to the life situation whether the information came from the press, radio, TV or other media. If necessary, the university would also act as a referral agent to help solve the student's dilemma. On the other hand, if we look at the whole range of university services, then the priority must go to education first and the therapy aspect is directed toward making it possible for the student to salvage a disasterous past while not holding him forever responsible for deficiencies.

There was some lively discussion as to the distinction between counseling and advising, and whether either of these terms should be modified by the word academic. It is the recorder's impression that there was no consensus as to where the line should be drawn, but some mixture of the two was desirable. The best guide seemed to be the nature of the student's problem. A counselor should avoid tending too much to the clinical aspect of the encounter, but should call upon competent help where it was felt to be of advantage. An effort should be made to avoid a lot of psychological-sociological nonsense.

From this general background, several opinions and some fears emerged:

1. Can an administrator see the counseling function with an unbiased mind or does he really frustrate the professional counselor?
2. Is it necessary to have professionally trained counselors? Maybe sympathetic, understanding and intelligent academicians can handle problems to general satisfaction and only resort to professional counselors when needed.
3. Does the evening student get short-changed if the counseling service is not available to him? There was no clear-cut answer emerging from the discussion of this question.
4. There does not appear to be a significant

difference between the full-time and the part-time person's needs based on commitment to the university program.

5. A constantly recurring theme was the use of referral. Counseling should embrace a broad spectrum of services from the university--admissions, registration and even counter help. Perhaps some instruction to all who are concerned with student problems would be helpful.

6. The suggestion that at least one counseling session be mandated for each student was not generally accepted.

7. The closing note was a hopeful one: that students go for counseling where they feel they can best be served. The university should strive to provide some agency or facility where this kind of atmosphere exists. Ideally that would be the evening division.

THE RECRUITMENT OF EVENING COLLEGE FACULTY AND ADMINISTRATION INCLUDING THOSE FROM MINORITY GROUPS

Chairman: Donald Z. Woods, University of Minnesota

Resource Persons:
George J. Dillavou, University of Rhode Island
Kenneth W. Ballou, Northeastern University

Recorder: Paul R. Betz, Saint Joseph's College

Evening faculty are recruited from the usual sources: the college; other colleges; the local business and professional community. Some evening faculty are recommended by other faculty, graduates of the college, and on occasion, by a special group, such as a foreign consul.

Few attempts have been made to recruit faculty from minority groups. We tried to remain what we are, subconsciously resisting any change from our set pattern. Yet, we must, since the upgrading of people is what evening colleges are all about. The clientele in largely city evening schools is changing and those schools must have faculty and staff with whom the clientele can identify.

The faculty must be qualified. Experience has shown that minority clientele are not satisfied with weak teachers or programs. Successful staff members have been recruited from minorities, degrees not being necessary. Credentials can be obtained by staff members at the college, usually on employee scholarships. It is recommended that faculty and staff be employed on the basis of their function, not merely on the basis of their academic credentials. Exciting, stimulating teachers of adults are to be preferred to highly credentialed ones.

Some institutions try to recruit minority faculty by quota. Other institutions are concerned because they lose their minority faculty almost immediately to larger or higher paying schools. Problems seem to exist where predominantly white and black institutions are located in the same area.

New faculty should be oriented to the institution, visited in their classes, as well as evaluated. Evening students let the director know if teachers are weak. This is accomplished formally through evaluations and informally at Alpha Sigma Lambda activities and other get-togethers.

There is little factual information available on faculty recruitment, much less on minority faculty. Solid research is strongly recommended.

The discussion was then directed toward the recruitment of minority group students. Minority students can be recruited by members of their own community. Qualified teachers from the community relate well to students. Institution centers established in the local community (as illustrated in the movie presented by the University of Minnesota), can attract persons, including older minority group members, who had not thought evening college was for them. After basic courses, they may move to the university to complete their programs. Credit courses are to be preferred over non-credit activities. Non-credit work can be successful for special purpose groups.

The community does know what it needs. It needs a bridge to the university. It does not want radical changes.

PROBLEM SWAP-SHOP

Chairman: Raymond P. Witte, St. Mary's Dominican College

Recorder: Leonard Brickman, Hofstra University

This session, conducted as a round-table discussion, concerned itself with three problems that were presented by those in attendance. Those problems together with the suggestions for their resolution were as follows:

1. How do we convince a college administration that continuing education needs its own dean and recognition as a school?
    a. Obtain a committment from the trustees of the college or university and its president.
    b. Educate the faculty as to what can be done in continuing education for the institution.
    c. Point out the need for a new program if the day program does not meet the needs of the community.
    d. Suggest to the university the need for new degrees that could not be administered by

those whose major emphasis is on day programs.

   e. Conduct a survey of the community to obtain facts relative to community needs.

   f. Bring experts in continuing education on campus to convince the administration of the value of continuing education to the university. This should be one of the roles of the officers of AUEC.

2. What are new ideas in non-credit work?

   a. A lecture series on varied topics with coffee being served.

   b. Meet the Professors series.

   c. Certificate courses.

   d. Management certificated courses in response to industry.

   e. Courses for women with the girls from a local sorority providing baby sitting service.

   f. Gourmet Cooking utilizing the services of an expert chef.

   g. Professional growth courses which are usually developed at the request of a specific industry.

   h. Professional development seminar which is designed to bring new people on campus in cooperation with some association.

3. How do we select the area toward which we direct our non-credit work?

   a. Utilize a coordinating council of adult agencies to locate those areas of need and then to determine who among the agencies shall attempt to meet them.

   b. Establish an information exchange with other agencies so that the adult student can locate more easily what he needs.

PROBLEM SWAP-SHOP

Chairman: N. Lee Dunham, Baylor University

Recorder: Cecil L. Dobbins, University of Akron

For many of the items brought up for discussion and question as to current policy, the resource person N. Lee Dunham suggested that a more representative sample would be found in "A Survey of Policies and Practices in Various Evening Colleges and Universities in the United States--1971" by the Research Committee of AUEC 1970-71.

Areas of concern and interest by members of the Problem-Swap Shop were:

1. Tuition refund policies.
2. Administrative structure of credit programs.
3. Tuition and fee differential between day and evening.
4. Evening faculty payment of overload.
5. Relations with two-year colleges.
6. Graduate programs:
    a. Fastest growing area at some institutions.
    b. Small colleges getting out-too expensive.
    c. Experimental programs accrediting groups will grant some lee way on new experimental programs.
7. New instructional methods:
    a. Taped lectures for individual use.
    b. Dial-a-lecture.
8. Long time, part time faculty members without rack or tenure can be bumped by a new full time day faculty member.
9. The time is ripe for change and new ideas with some faculty committees.

INTER-INSTITUTIONAL COOPERATION
A FOLLOW-UP CONSORTIA

Chairman: Constance F. Scott, Rider College

Resource Persons:
Theodore L. Weber, Joint University Center
Carl Kredatus, Trenton State College

Recorder: Dean B. Armold, PMC College

As an opening point, some definition of consortium seemed desirable.

Chairman Scott provided the following: "An arrangement whereby two or more institutions agree to pursue a program for strengthening academic programs, improving administration, or providing for other special needs. This arrangement can be voluntary or involuntary."

Chairman Scott continued with the following points: Institutional independence has been so deeply embedded in academic tradition that educators discovering inter-institutional cooperation believe that it is unique and innovative. But such is not really the case. Inter-institutional cooperation can be traced throughout the history of Oxford and Cambridge. Among American institutions, however, the arranging and building of _consortia_ took hold slowly. However, the Directory of Academic Arrangements lists fifty-one _consortia_ as currently operational in the United States.

Analysis of the fifty-one _consortia_ reveals that there are generally four basic purposes:

a. To improve the quality of academic programs.

b. To expand educational opportunities.

c. To achieve more economical operation.

d. To relate more effectively with the outside community.

Some of the methods used to achieve these purposes include: combined courses, joint faculty appointments, sharing of equipment and space, and cultural activities.

Ideas forthcoming in the discussion that followed took the form of examples from experience with currently on-going _consortia_.

Dr. Ray Witte (Vice-president, St. Mary's Dominican College): In the New Orleans area, four institutions have joined in _consortium_; Xavier University, Loyola University, St. Mary's Dominican College and Notre Dame Seminary. Rated as a successful operation, this _consortium_ features a common calendar, a coordinated transportation system, common counseling and a single class schedule. Economy has been achieved through the elimination of a high percentage of fity-five courses running with an average enrollment of five students. _Consortium_ has also made possible the establishment of new programs such as that in Social Welfare. A matriculant at a member institution may take six semester hours at another institution of the _consortium_.

Mr. Thomas Dolphin (Director, Evening College, Clark University): Eleven institutions participate in the consortium centered in Worcester, Mass. Mr. Dolphin placed emphasis on the following guidelines and problems related to _consortia_:

1. The first step must be a desire for consolidation ("You can do things with others that you can't do yourself.")

2. Institutional jealousy forestalls _consortium_.

3. Traditional faculty are the last to accept the idea.

4. Evening Deans are the next-to-last to accept the idea.

5. Difficulties tend to wane as consortium extends its history.

Dean George H. Menke (University College, University of Hartford): The Hartford, Connecticut area has a consortium consisting of the University of Hartford, Trinity College and St. Joseph College. This combine has been particularly effective in providing resources for new programs such as those in Black Studies and in Religion. To enroll in a course at one of the other institutions, a student must have the approval of both institutions involved.

Mr. Theodore L. Weber (Joint University Center, University of Tennessee/Memphis State University): Mr. Weber provided an example of the financial need for consortium resulting from the operation of two tax-aided institutions in the same community. This consortium was described as the administrative-management type devised for economy of operation.

Typical of the questions asked during the session are the following:

1. To what extent have evening colleges participated in consortia? Only to a limited extent.

2. Where should the move toward consortium start? Preferably on the presidential level.

3. Has any research been done on the idea of consortia? Yes. Results will probably be published.

4. What about the financial accounting? Common tuition rate applies. The student normally pays the institution at which he is matriculated. To eliminate the entanglement of multiple bookkeeping, Mr. Dolphin stated: "Forget the accounts."

THE VOICE OF THE EVENING STUDENT
HOW LOUD, HOW MUCH?

Chairman: Edwin H. Spengler, Brooklyn College (retired)

Resource Persons:
Mary Chapman, Drake University
Cyril Terway, Drake University

Recorder: David N. Bean, University of Tennessee

This session dealt primarily with problems facing the evening student as seen through the eyes of two evening students who served as resource persons for the presentation. Attention was also focused upon ways in which better communications could be established and maintained between the evening student and his evening school administration.

It was pointed out that, as the session chairman viewed the educational situation, there seems to be alternating cycles of apathy and militancy on the part of students. While apathetic actions appear to be characterized by little or no reaction to events a number of students involvements were noted which seem to dispute any notion that such apathy presently exists. Among these were student governments, student participation in administrative decisions, representative student assemblies which make recommendations to faculties, formal and informal, social and professional relationships between students and faculties, student publications, student demonstrations, student contacts with community and political leaders to attempt to bring pressure on educational institutions, and formal student organizations.

While several points were presented by the resource persons, they could easily be summarized into two major emphases. First of all, the desire was expressed for ways to be found to keep the evening student fully informed of what is happening at his institution and to make the evening student feel that he is accepted "like the day student is."

The second major item as presented by the resource persons was that the employer who assists his employees in their educational aspirations should be better informed by the institution regarding what courses are required of students in a particular program as well as what programs are available to his employees.

Since a strong request was made by the resource persons for improved methods of communications both among students and between students and administration, several suggestions from the floor were presented. Alpha Sigma Lambda holds dinner meetings immediately preceding class to increase the two-way flow of communications. A method called "saved time" was presented in which at regular intervals class time is reduced and the time realized is used for student clubs, coffees and gripe sessions. Other suggestions included an evening student newspaper, open-door arrangements for students to consult with the dean, "student advocates" who hear student complaints and pass them along to the dean, and class representatives elected quarterly who meet monthly with the dean and in turn inform their individual classes of developments within the evening school administration.

NEW DIMENSIONS FOR NON-CREDIT PROGRAMS

Chairman: George E. Spear, University of Missouri at Kansas City

Resource Persons:
Richard M. Lipp, New Haven University
Robert Selzman, John Carroll University

Recorder: Helen M. Crockett

Mr. Selzman spoke to the effectiveness of the Continuing Education Unit in recognizing more than casual contact with non-credit courses. As examples he explained two operating one-year certificate programs in "Data Processing" and "Management" and the addition of a new two-year certificate program, "Associate in Professional Management." He discussed the pressure of licensing requirements which led to cooperative planning with the Ohio Association of Private Homes for the Aged of a one-year program in "Extended Care Facilities."

Mr. Lipp discussed some of his special non-credit courses, ie, "Rights and Responsibilities" planned with the Apprentice Steel Workers Union. He further discussed the combination of credit and non-credit courses utilized by his "Management Development Program" and, finally, discussed "one-shot" courses such as "Real Estate" which are offered for credit by some schools and as non-credit by others without any major differences apparent in the course descriptions.

Mr. Lipp then asked the participants to consider the relative merits of credit vs. non-credit and the advisability and practicality of converting non-credit courses to credit offerings.

There was general agreement that non-credit courses offer unique opportunities to potential students in the Open University and the University Without Walls. They can provide the material necessary for writing the examinations but are of value also to others.

The importance of providing non-credit professional development courses was cited for those students without a baccalaureate degree and/or eligibility for graduate school. This need was most apparent in the fields of management and engineering.

There was some difference of opinion on the necessity of converting from non-credit to credit to meet the demands of constituents. While some felt the pressure for measurement rather than credit, others cited the pressures which had forced NYU from a wholly non-credit program to an Associate Degree Program.

The chief obstacles to converting non-credit to credit courses are the necessity

1. Of clearing courses through curriculum committees
2. Of clearing students through admissions
3. Of coping with prerequisites and
4. Of increasing course costs to students.

The chief pressures cited which operate to convert non-credit to credit offerings were:

1. Requirements of licensing boards
2. Requirements of companies for tuition assistance
3. Greater acceptance of the traditional credit course grading systems
4. More sequential credit course opportunities

Typical of the questions asked during the session are the following:

1. What are the student's goals? If they want knowledge

only, is non-credit work not adequate?

2. Is cost to students actually a factor in determining the credit or non-credit status of courses?

3. Is there not a greater threat to university quality of companies trying to re-design credit courses to meet their needs than if they assist in planning new non-credit programs?

4. Should we relinquish to the credit field our successful non-credit courses and develop new ones to meet new needs of new and old clients?

PART III

BUSINESS SECTION

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

Annual Meeting

October 31 - November 4, 1971

Des Moines, Iowa

President Goddard opened the first General Session of the AUEC's 33rd Annual Convention at 9:00 a.m., November 1, 1971.

CALL TO ORDER

President Goddard called the Business Session to order at 9:00 a.m., November 1, 1971. Dr. John E. McCaw, Drake University, gave the Invocation. Greetings were extended by Maurice Baringer, Treasurer, State of Iowa and Dr. Hoke Smith, Vice-president of Academic Affairs at Drake University. Both speakers indicated an interest in the evening college. Mr. Baringer pointed out the particular needs of adults and felt that this Association was particularly helpful in assisting the adults to meet these needs. Dr. Smith indicated he felt that continuing education was the most exciting phase of higher education. He said that there was great need of providing financial assistance to adult students.

MINUTES

The minutes of November 9 and 11, 1970 were approved as published in the PROCEEDINGS.

MEMBERSHIP

At the request of the President, the Executive Secretary announced the following members had been admitted to AUEC since November, 1970:

Institutional

Bloomfield College, John Huntoon
Florida Junior College at Jacksonville, John G. Stanley, Jr.
Monroe Community College, John D. Cotnam
Troy State University in Montgomery, James H. Ford

Associate

Arthur Boodaghian, Queens College
Joseph B. Castronovo, Brooklyn, New York
Kenneth R. Diehl, Newark College of Engineering
Melvin E. Fuller, Salem, Virginia
William J. Hankins, Drexel University
Ralph A. Hyde, Joint University Center, MSU/UT
James E. McAlpin, Memphis State University
Roger S. McCannon, Drake University
Leicester R. Moise, University of Louisville
John Mybeck, Purdue University
James B. Phillips, University of Tennessee
R. Henry Pauk, Washington University

Joseph Pettit, Georgetown University
Fred Rosenfield, Pratt Institute
Ethel Schmidt, State University of New York at Buffalo
Terrence J. Sullivan, Loyola University (Chicago)
George G. Thompson, University of Nebraska at Omaha

Personal

Agency and Association: Four County Technical Institute, Robert Osborne

Personal Class:

Marjorie Cotton, Brandeis University
Peter M. Donohue, Stonehill Evening College
Alice L. Foley, Nazareth College of Rochester
Mary E. Gerken, Mary Manse College
Ernest M. Greenberg, New Hampshire College
Robert E. Grimes, Loop City College
Robert E. Johnson, State University College, Potsdam
McClure P. McCombs, The Loop College
Robert L. Ramsdale, County College of Morris
Dan K. Ray, Fulton-Montgomery Community College
Daniel F. Riva, Rollins College
Charles C. Smith, Cumberland College
Walter A. Yuhl, Jr., Grossmont College

Resignations were received from the following Institutional Members:

Adelphi University
Bluefield State College
Bronx Community College
Cleveland State University
University of Dayton
Franklin and Marshall College
Frostburg State College
Polytechnic Institute of Brooklyn
Mississippi State College for Women

Resignations were received from the following Associate Members:

John P. Donohue, The Loop College
Herbert C. Hunsaker, Department of State
J. Fredrik Ekstrom, Rutgers University
Roy Ilowit, C. W. Post College
Kenneth G. Merkel, University Heights, Ohio
Jules Mirel, Pratt Institute
Peter Meyer, Atlanta University
George Montgomery, Drexel University
Charles A. Odewahn, University of Louisville
Myron Spohrer, Washington University
Curtis M. Wright, Southern Methodist University

Resignations were received from the following Personal Members:

Barbara Ann Foos, Nazareth College of Rochester
John J. Koral, Cuyahoga Community College
Sister Mary Rose Krupp, Mary Manse College
Wesley Muth, Southwestern Michigan College
Patrick O'Donnell, St. Mary's Dominican College

James O. Sampsel, Bloomfield College
Kingsley M. Wientge, University of Missouri at St. Louis

MEMBERSHIP CERTIFICATES

Membership Certificates were presented to the new Institutional Members by President Goddard.

REPORT OF THE TREASURER

The treasurer presented the financial report which appears as Appendix C.

LOCAL ARRANGEMENTS COMMITTEE

Dean Clarence Thompson reported briefly on some of the arrangements for the annual meeting.

CONSTITUTIONAL AMENDMENTS

The following constitutional amendment was presented to the membership:

> That a Section 7 be added to Article III to read: "Institutions granted membership in the Association are entitled to publish in their catalogue, bulletin or other publication, the statement: The (University or College), having been properly recommended, evaluated and approved, is an institutional member of the Association of University Evening Colleges."

There was considerable discussion from the floor centering around accreditation, reevaluation and revisitation. The motion was made to approve the constitutional amendment. The motion carried.

The following amendment was then presented to the membership: Article IV, Section 5: "The Board of Directors shall be impowered to remove any officer for cause." The current Article IV, Section 5 shall become Section 6.

The motion was made to approve this amendment. Motion carried.

Following the adoption of Article IV, Section 5, the following By-Law amendment was considered: Article IV, Section 7 of the By-Laws shall be added to read: "The office of any member of the Board shall be declared vacant if the member misses two meetings or parts of two meetings unless excused by the Board of Directors." It was moved that this amendment be adopted. Motion passed.

REGIONAL MEETINGS

President Goddard reported that he had visited a majority of the regions and had made several formal presentations. He said that he was encouraged by the activities and enthusiasm in the regions. He noted that some regions were holding joint meetings with others and that there were instances of combined regional meetings. President Goddard commended the regions and their chairmen on their fine work and dedication. President Goddard reported that the Regions were considered by him as a top priority.

ALPHA SIGMA LAMBDA

Celeste Neuffer gave a brief report on Alpha Sigma Lambda and urged those who were interested to attend the scheduled breakfast.

CAEO

Clarence Thompson, President of CAEO, indicated the importance of the organization, noting that it provides a common ground for cooperation and exchange of information. He stated that contrary to many persons opinion this was not the first step in merger or amalgamation but rather an umbrella under which the Association could cooperate on mutually agreed upon projects.

CONTINUING EDUCATION UNIT

Howell McGee requested that members furnish to him information about non-credit certificate programs as they might relate to the continuing education unit.

BUDGET

Gail Nelcamp distributed the proposed budget for 1971-72 to the membership. It was moved and seconded that the proposed budget be approved. Motion carried. The budget appears as Appendix D.

DEAN'S DESK

Bob Helmes reported on the Dean's Desk for Richard Deters. He said there would be 14 topics covered during the year and he listed several of the topics.

PROCEEDINGS

John Mybeck gave a brief report on the Proceedings for this annual meeting.

NAME CHANGE

President Goddard announced that the Board of Directors was submitting a constitutional amendment to the membership changing the name of the Association to Association for University Continuing Education. He requested that the membership and the regions fully consider the matter. There was some discussion from the floor relative to this announcement.

RESEARCH COMMITTEE

William Hoppe reported for the Research Committee. He thanked the members for furnishing information for the study on Policies and Practices and briefly reviewed the import of this publication. He pointed out that this report is very broad in its inclusions and should be used before sending out questionnaires which duplicate portions of the publication. He noted that all questionnaires, in order to be assured of response by the membership, must be cleared by the Research Committee.

Student Personnel

Bob Helmes reported for chairman Martha Farmer. He described briefly the new publications and urged the membership to put their weight behind equality of grants, loans, etc. for evening students.

ANNUAL MEETING SITES

The Executive Secretary reported that the Board of Directors had cleared all past invitations from consideration and the Board had agreed to book the annual meetings five years in advance. He requested that invitations for 1977 be submitted during the ensuing year. The following site locations and dates were announced:

1972 - New York, October 29 - November 2, Hotel Commodore
1973 - Chicago, November 4-8, Palmer House
1974 - New Orleans, November 3-7, Monteleone Hotel
1975 - Salt Lake City, November 2-6, Hotel Utah
1976 - Philadelphia, November 7-11, Benjamin Franklin Hotel

RESOLUTIONS COMMITTEE

The Resolutions Committee consisting of Ernest McMahon, Chairman; Lawrence Barden, Paul Betz, Mary Miller and Edwin Spengler, submitted the following resolutions for consideration by the membership:

I. Resolved that the Regions of the Association be congratulated and applauded for their many successful individual and joint meetings and projects this past year.

We are very gratified to note the great increase in regional activity at the National meeting and within the regions themselves. Even region eleven with its great geographic spread has been able to have a number of AUEC contacts within one year. We approve that widely separated members within a region meet in conjunction with other adult and education groups, and recommend the practice to all regions. We likewise approve regional members inviting other evening school groups and prospective members to their meetings.

We approve the suggestion of the Executive Committee that topics of concern to the Association be studied by the regions between annual conferences.

II. Whereas every possible arrangement was made for the comfort, convenience and enjoyment of members and their guests, therefore be it

Resolved that we of the AUEC express our appreciation to Drake University the host institution of the Thirty-third Annual Meeting of the Association, and specifically to Dean Clarence H. Thompson and his associates on the local arrangements committee and to Pauline Thompson for thoughtful anticipation of our needs and effective provision for those needs.

III. Whereas one of the great strengths of AUEC is its concern for the professional development of its members, and

Whereas the program of the Thirty-third Annual Meeting has contributed substantially to our understanding and perception of movements and changes of pressing concern to evening college administrators throughout America, therefore be it

Resolved that we commend Chairman Hy Lichtenstein and the other members of the Program Committee for the high professional level of the program and for its relevance to our daily tasks and deliberations.

IV. Whereas the effectiveness of AUEC as a national organization in the field of Continuing Higher Education depends in great measure upon the diligence and persistence of its officers and directors, and

Whereas in the year 1970-71 the AUEC has been singularly blessed with respect to the hard work and the thoroughness of its administrative leaders, therefore be it

Resolved that we, the members assembled at this final business session of the Thirty-third Annual Meeting, place on record our gratitude to the outgoing administration of AUEC and especially to President Joseph Goddard for his unselfish and untiring performance of the duties of his office and for the uncessing good humor with which he has enlivened our deliberations and elevated our observations.

It was moved and passed that these resolutions be adopted.

COMMITTEE REPORTS

Reports were received from the following committees and appear in the appendices: Junior College Committee, Urban Extension Committee, the Dean's Desk, Committee on International Education, Faculty Development Committee, Research Committee, Student Relations Committee and Membership Promotion Committee.

CONCLUDING REMARKS

President Goddard thanked the Board of Directors and many individuals for their support during his term of office. He also expressed appreciation to the membership for their support.

NOMINATION COMMITTEE

Robert Berner, Chairman of the Nominating Committee, presented the following slate of officers:

Vice-president and President Elect - Hyman Lichtenstein
Directors-at-Large (3 year terms) - Helen M. Crockett and Alban F. Varnado
Editor of the Newsletter (3 year terms) - Robert W. Shaw

A motion was made and seconded to approve the slate and instruct the Executive Secretary to cast a unanimous ballot for the nominees. Motion carried.

REMARKS BY WILLIAM UTLEY

President Goddard introduced William Utley, President Elect, who expressed pleasure to accept the challenge and looked forward to serving the membership.

The membership gave a standing ovation of thanks to President Goddard.

The meeting was adjourned at 10:15 a.m., November 3, 1971.

Respectfully submitted,

Howell W. McGee, Executive Secretary

PART IV

APPENDICES

APPENDIX "A"

THE PROGRAM FOR THE THIRTY-THIRD ANNUAL CONVENTION

THEME: Radical Changes in Higher Adult Education

Des Moines, Iowa
October 31 - November 4, 1971
Fort Des Moines Hotel

OCTOBER 31 - SUNDAY

Registration . . . . 2:00 p.m.-5:00 p.m.
Mezzanine Lobby

Reception . . . . 5:00 p.m.-6:00 p.m.
Rooms 317 to 322

Square Dancing . . . . 8:00 p.m.-10:00 p.m.
State Ballroom

NOVEMBER 1 - MONDAY

Registration . . . . 8:00 a.m.-5:00 p.m.
Mezzanine Lobby

Orientation and Breakfast . . . . 8:00 a.m.-9:00 a.m.
Wedgwood Room

OPENING SESSION - 33RD ANNUAL AUEC CONVENTION

Call to Order . . . . .9:00 a.m.-10:30 a.m.
Governor-State Room
Joseph P. Goddard, President AUEC
(University of Tennessee)

Invocation . . . . Dr. John E. McCaw
Drake University

Greetings . . . . Maurice Baringer, Treasurer
State of Iowa

. . . . .Dr. Hoke Smith, Vice-President
Academic Affairs, Drake University

Recorder:
Howell W. McGee, Executive Secretary-Treasurer, AUEC
(University of Oklahoma)

General Session . . . . 10:45 a.m.-12:15 p.m.
Governor-State Room

THE EXTERNAL DEGREE AS RADICAL CHANGE

KEYNOTE SPEAKER

EWALD B. NYQUIST
Commissioner of Education
(University of the State of New York)

EXTERNAL DEGREES-CHALLENGE AND OPPORTUNITY

Presiding . . . . Robert F. Berner, Dean
Division of Continuing Education, S.U.N.Y. at Buffalo

Recorder:
Frank C. Genovese, Dean, Graduate Programs
(Babson College)

Regional Luncheon . . . . 12:30 p.m.-1:45 p.m.
Grand Ballroom

Hosts - Robert L. MacDonald, University of Pennsylvania; Chairman of each Region

General Session . . . . .2:00 p.m.-3:15 p.m.
Governor-State

"FORMS OF EXTERNAL DEGREES

Chairman - Clarence H. Thompson, Dean, University College, Center for Continuing Education, Drake University

Topics and Speakers -

"The Open University" - Ernest Schwarcz, Associate Dean, School of General Studies, Queens College, C.U.N.Y.

"University Without Walls" - James Rice, Vice President for Academic Affairs, Stephens College, Columbia, Missouri

"Degrees and Credits via Correspondence, Independent Study and Examination" - John Summerskill, Director, Office of External Degree Plans, College Entrance Examination Board

Recorder:
Arnold Scolnick, Dean, Evening and Continuing Education
(Manhattan Community College)

General Session . . . . .3:30 p.m.-4:30 p.m.
Governor-State

"IMPLICATIONS OF EXTERNAL DEGREES--FOR AUEC, FOR
EVENING COLLEGES, FOR HIGHER EDUCATION"

(Follow up discussion of morning and afternoon sessions)

Chairman - Lloyd N. Schram, Director, Evening
Division (University of Washington)

Recorder:
Robert E. Moseley, Dean, Continuing Education
(Dutchess Community College)

Regional Meetings . . . . 4:45 p.m.-5:45 p.m.

Chairmen of the Regions Presiding

Region I	Room 317
Region II	Room 318
Region III	Room 320
Region IV	Room 323
Region V	Room 319
Region VI	Room 324
Region VII	Room 329
Region VIII	Room 315
Region IX	Room 326
Region X	Room 325
Region XI	Room 328
Region XII	Room 327

NOVEMBER 2 - TUESDAY

Alpha Sigma Lambda Continental Breakfast Meeting
. . . . 8:00 a.m.-9:00 a.m.
City Room

General Session . . . . 9:15 a.m.-9:30 a.m.
Governor-State

"SPECIAL REPORT OF THE PUBLIC RELATIONS COMMITTEE --
A TV PRESENTATION"

Chairman - Frederick W. Burgess, Associate Dean
(University College, Villanova University)

General Session . . . . 9:30 a.m.-10:45 a.m.
Governor-State

"NEW OPPORTUNITIES AND OLD OBSTACLES --
CONTINUING EDUCATION FOR WOMEN"

Chairman - Robert W. Shaw, Assistant to the Dean
(Evening College, Bradley University)

Speaker - Anne Campbell, President, American
Association of University Women

Recorder:
Gail Nelcamp, Associate Dean
(University College, University of Cincinnati)

Three Special Interest Discussion Groups
. . . . 11:00 a.m.-12:15 p.m.

"COMMUNITY SERVICE PROGRAMS -- WORKING WITH OTHER AGENCIES AND INSTITUTIONS"
(Wedgwood Room)

Chairman - Thomas J. Dolphin, Director (Evening College, Clark University)

Resource - Mary E. Miller, Associate Dean, (School of Continuing Education, Southern Methodist University);

Clyde W. Balch, Dean (Adult and Continuing Education, University of Toledo)

Recorder:
James R. McBride, Assistant Vice-Principal
(Sir George Williams University)

"REGISTRATION PROCEDURES"
(Capital Room)

Chairman - Frederick W. Burgess, Associate Dean (University College, Villanova University)

Resource - Sherman V. N. Kent, Dean (Evening School, Rider College);

John W. Mybeck, Assistant Dean (Evening Administration, Purdue University)

Recorder:
Herbert P. Stutts, Assistant Dean
(Off Campus Programs and In-Service Programs, The American University)

"FINANCIAL AID FOR ADULT STUDENTS -- INSIDE AND OUTSIDE THE INSTITUTION"
(City Room)

Chairman - Daniel R. Lang, Dean (Evening Division, Northwestern University)

Resource - Robert Selzman, Director (University College of Continuing Education, John Carroll University);

James W. Southouse, Director (Evening Division, University of Bridgeport)

Recorder:
Marvin E. Hartig, Dean
(University Evening College, University of Evansville)

LUNCHEON

Amana Colonies Tour (Includes dinner) . . . . .1:30 p.m.
Busses Leave Hotel

NOVEMBER 3 - WEDNESDAY

Coffee . . . . 8:45 a.m.-9:15 a.m.
Assembly Area

Closing Business Session . . . . .9:15 a.m.-10:15 a.m.
Governor-State

Presiding - Joseph P. Goddard, President, AUEC
(University of Tennessee)

General Session . . . . 10:30 a.m.-12:15 p.m.
Governor-State

"CHANGING PATTERNS IN UNIVERSITY ORGANIZATION, STRUCTURE AND RELATIONSHIPS AS THEY AFFECT EVENING COLLEGES"

Chairman - Frank E. Funk, Dean (University College, Syracuse University)

Speakers - "Changing Internal Relationships" -- Myrtle S. Jacobson, Director (School of General Studies, Brooklyn College, C.U.N.Y.)

"Changing External Relationships" -- Ernest E. McMahon, Dean and Professor Emeritus (Rutgers University, The State University of N. J.)

Recorder:

Richard A. Kaplowitz, Director (Adult Education and Special Programs, C.W. Post College of L.I.U.)

Presidential Luncheon. . . . . .12:30 p.m.-2:00 p.m.
Grand Ballroom

Chairman - William C. Huffman, Dean (University College and Summer Session, University of Louisville)

Presidential Address - Joseph P. Goddard, President, AUEC

Four Special Interest Groups . . . . 2:30 p.m.-3:40 p.m.

"RELATIONS BETWEEN TWO AND FOUR YEAR INSTITUTIONS -- OPPORTUNITIES AND OBSTACLES"
(Wedgwood Room)

Chairman - Paul E. Hadley, Dean (University College and Summer Session, University of Southern California)

Resource - Henry A. Shields, Director of Admissions, (Evening Session, St. Peters College);

Kermit Johnson (Manatee Junior College)

Recorder:

Richard M. Lipp, Director,
Continuing Education
(New Haven University)

"THE EVENING COLLEGE AND ITS OBLIGATIONS TO STUDENTS
(EDUCATION OR THERAPY?)"
(Capital Room)

Chairman - Esther Kronovet, Associate Dean (University College, Hofstra University)

Resource - Henry R. Malecki, Dean (University College, Loyola University, Chicago);

Arthur H. Fedel, Dean, General Studies (University of Pittsburgh)

Recorder:

Rev. Edward C. Pappert, CSB - Director,
Division of Extension (University of Windsor)

"RECRUITMENT OF EVENING COLLEGE FACULTY AND
ADMINISTRATION, INCLUDING THOSE FROM MINORITY"
(Governor Room)

Chairman - Donald Z. Woods, Associate Dean, General Extension Division (University of Minnesota)

Resource - George J. Dillavou, Dean, College of Continuing Education (Roosevelt University);

Kenneth W. Ballou, Dean (University College, Northeastern University)

Recorder:

Paul Betz, Assistant Dean
(Evening Division, St. Joseph's College)

"PROBLEM SWAP-SHOP (UNSTRUCTURED)"
(City Room)

Chairman - Raymond P. Witte, Executive Vice President (St. Mary's Dominican College)

Recorder:

Leonard Brickman, Associate Dean
(University College, Hofstra University)

Four Special Interest Discussion Groups . . .3:50 p.m.-5:00 p.m.

"PROBLEM SWAP-SHOP (UNSTRUCTURED)"
(City Room)

Chairman - N. Lee Dunham, Dean (Evening Division and Summer School, Baylor University)

Recorder:

Cecil L. Dobbins, Assistant Dean
(Evening College, University of Akron)

"INTER-INSTITUTIONAL COOPERATION -- A FOLLOW-UP ON CONSORTIA"

(Governor Room)

Chairman - Constance F. Scott, Associate Dean
(Evening School, Rider College)

Resource - Theodore L. Weber, (Joint University
Center, UT/MSU);

Carl Kredatus, Associate Director
(Division of Continuing Education,
Trenton State College)

Recorder:

Dean B. Armold, Dean
(Evening Division, PMC College)

"THE VOICE OF THE EVENING STUDENT -- HOW LOUD, HOW MUCH?"

(Capital Room)

Chairman - Edwin H. Spengler, Dean Emeritus (School
of General Studies, Brooklyn College)

Resource - Mary Chapman, (University College, Drake
University);

Cyril Terway (University College, Drake
University)

Recorder:

David N. Bean, Assistant Director,
(Evening School, University of Tennessee)

"NEW DIMENSIONS FOR NON-CREDIT PROGRAMS"

(Wedgwood Room)

Chairman - George E. Spear, Assistant Dean
(Continuing Education and Extension,
University of Missouri at Kansas City)

Resource - Robert Selzman, Director (University
College, Center of Continuing Education,
John Carroll University);

Richard M. Lipp, Director, (Continuing
Education, New Haven University)

Recorder:

Helen M. Crockett, Director,
Division of Continuing Education
(Wichita State University)

Reception . . . . .6:00 p.m.
Governor-State Room

Dinner-Dance. . . . . .7:00 p.m.
Grand Ballroom

NOVEMBER 4 - THURSDAY

Board of Directors . . . . 9:00 a.m.

Committee Meetings . . . . .To Be Arranged

APPENDIX "B"

UNIVERSITY WITHOUT WALLS

A Proposal For an Experimental Degree Program in Undergraduate Education

I. SUMMARY

This proposal outlines an alternative plan for undergraduate work which can lead to a college degree. It is called UNIVERSITY WITHOUT WALLS because it abandons the tradition of a sharply circumscribed campus and provides education for students wherever they may be -- at work, in their homes, through internships, independent study and field experience, within areas of special social problems, at one or more colleges, and in travel and service abroad. It abandons the tradition of a fixed age group (18-22) and recognizes that persons as young as 16 and as old as 60 may benefit from its program. It abandons the traditional classroom as the principal instrument of instruction, as well as the prescribed curriculum, the grades and credit points which, however they are added or averaged, do not yield a satisfactory measure of education. It enlarges the faculty to include knowledgeable people from outside the academic world and makes use of various new techniques for storage, retrieval and communication of knowledge. It places strong emphasis on student self-direction in learning, while still maintaining close teaching-learning relationships between students, teachers and others. It aims to produce non "finished" graduates but lifelong learners. Moreover, the program is so organized that it promises in time to reduce the costs of higher education, without impairing (and we believe in fact increasing) quality and standards of student undergraduate educational programs.

II. RATIONALE AND NEED

The prevailing paradox in higher education today is a floodtide of students eagerly seeking admission to college and in too many instances, their subsequent disillusionment, apathy, dissent and protest.

Piece-meal reforms within the traditional structure of the American college have usually proven palliative but not redemptive. Here and there, now and then, for a short time, various colleges have introduced independent study, field experiences, travel abroad, computer-assisted instruction, telelectures, inter-disciplinary courses and seminars, experiments with the admission of the previously inadmissible, more intensive orientation and guidance programs, along with a myriad of extra-curricular activities. None of these, and no combination of them, has as yet transformed the standard model of the undergraduate college, or eliminated student dissatisfaction.

NOTE: This material has been excerpted from THE UNIVERSITY WITHOUT WALLS Proposal, a program of the Union for Experimenting Colleges and Universities. It is presented here as a supplement to Dr. Rice's address.

Meanwhile, pressures are mounting. More students apply for entrance and numerous colleges now despair of any significant improvement in their instruction because they are trying to cope with thousands of students in facilities appropriate to hundreds. The new entrants are more diverse as well as more numerous. They differ from one another, and from preceding college generations, in their values, skills and knowledge. No single prescribed curriculum, no set of optional "majors," is going to meet all these students where they are now, and nourish their continuous growth in curiosity, spontaneity, appreciation, understanding, competence, concern and character.

Financial pressures have grown serious. The future of small private colleges has become precarious. State schools struggle with budget cuts imposed to keep taxes from soaring. If any more economical method of education can be devised which will lower costs while preserving standards of scholarship, it will eagerly be grasped.

Pressures are mounting also from the new needs of a changing society. Recent research continually outruns textbooks in most of the sciences. Technological advance has altered many of the old occupations and created new careers for which few colleges give good preparation. New viewpoints and ideas are arising, not only in science and technology, but also in the social sciences and in all the creative arts. Faculty and students alike have become only too aware that what has been, or what is now being taught, is, in too many instances, rapidly becoming outdated.

Rapid advance within a sophisticated civilization produces not only problems beyond the traditional curriculum but also resources which have never been well used in higher education. In most cities there are specialists of high competence in fields which do not appear in the college catalog. New specialties emerge every month. There are banks of systematized knowledge which extend far beyond the college library. There are agencies of communication which link the world more efficiently than some campus switchboards link the department offices. There are not only unresolved conflicts and problems but also continuous experiments in coping with these, which go far beyond the resources of any campus laboratory. There are interesting people working out their own lives in ways which transcend the stereotyped patterns of American child, adolescent and adult roles. In short, there is more going on that has educational significance away from the campus than can possibly be brought onto it.

Attempts at major innovations which have sought to develop radically new forms for undergraduate education, have inevitably encountered resistance from administrators, faculty, students and parents alike. For all of us, having experienced our own education in a particular mode, have become accustomed to think of the undergraduate education as having to occur in a certain "place" or buildings known as a college, where students and faculty meet together for a set number of weeks and over a set number of years; after which period one is awarded (or not awarded) the undergraduate degree.

It seems clear that if we really mean to address ourselves to the many problems that now beset our increasingly troubled colleges and universities, that it will no longer be sufficient to fit new pieces into the old framework. Bold new forms are needed, breaking the constraints which have fettered faculties and students and prevented creative adaptation to both individual and social needs in this changing civilization. What this proposal argues for is the development of an alternative model for undergraduate education so as to bring into play a new array of resources for teaching and learning (in, and beyond the classroom), and to allow for a much greater individualization of the student's learning experience than is now the case.

III. PARTICIPATING INSTITUTIONS

The UNIVERSITY WITHOUT WALLS project is being developed by the Union for Experimenting Colleges and Universities.[1] A total of twenty institutions will take part in the program to include member institutions of the Union, as well as non-Union colleges and universities. Institutions planning to take part in the program include the University of Minnesota, the University of Massachusetts, Antioch College, New College of Sarasota, Shaw University, the University of South Carolina, Roger Williams College, Bard College, Chicago State University, Goddard College, Howard University, Friends World College, Northeastern Illinois State University, Stephens College, Loretto Heights College, Staten Island Community College, Skidmore College, Morgan State College, New York University and Westminster College. In addition, plans are presently being developed for the inclusion of several institutions from outside the USA in the University Without Walls program, and it is expected that at least three or four such institutions will be added to the University Without Walls program within the next year or two.

IV. INSTRUCTIONAL DESIGN: SOME KEY ELEMENTS

The UWW programs will seek to meet the needs of a broad range of students. They will provide highly individualized and flexible approaches to learning, making use of a much wider array of resources for teaching and learning than is now recognized, and relying heavily on self-directed independent study. While each institution will plan and design its own UWW unit, each will build its program around the following ideas considered basic to the UWW model:

a. Inclusion of students, faculty and administrators in the design and development of each institution's UWW program.

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[1] A consortium of 18 institutions that have joined together to foster research and experimentation in higher education. Member institutions are Antioch, Bard, Chicago State, Friends World, Goddard, Hofstra University, Loretto Heights, New College at Sarasota, Northeastern Illinois State University, Roger Williams, Staten Island Community College, Stephens, University of Minnesota, University of the Pacific, University of Wisconsin at Green Bay, Westminster, Pitzer and University of Massachusetts. Headquarters for the Union is at Antioch College, Yellow Springs, Ohio.

b. Use within each UWW unit of program components which provide for a broad array of "mix" of resources for teaching and learning, to include regular course work, research assistantships and internships, field experience, independent study, individual and group project activities, seminars-in-the-field, telelectures, video-tape playbacks, programmed learning and related media, travel in this country and abroad and other. An INVENTORY OF LEARNING RESOURCES will be compiled and serve as a key guide for students and advisors in the planning of program sequences.

c. Employment of flexible time units so that a student may spend varying periods of time in a particular kind of program experience depending on the special interests and needs he brings to a situation at a particular time. There will be no fixed curriculum and no uniform time schedule for award of the degree. Programs will be individually tailored and worked out between the student and his teacher-advisor.

d. Inclusion of a broad range of persons (16 to 60 or older) so as to provide opportunity for persons of all ages to secure an undergraduate education and to make for a new mix of persons -- young and old -- in our programs of higher education.

e. Use of an Adjunct Faculty, composed of government officials, business executives, persons from community agencies, scientists, artists, writers and other persons (many of whom may be alumni of the colleges), who make their living in other ways, but who enjoy teaching and who bring special kinds of expertise and experiences to the UWW program. An extensive SEMINAR-IN-THE-FIELD program designed to draw on skills and experiences of this Adjunct Faculty, will be developed by each UWW institution.

f. Employment of procedures designed to maintain continuing dialogue between students and faculty in both one-to-one and small group relationships. Procedures employed to achieve this include: student-advisor meetings at the beginning and throughout the student's program; on- and off-campus seminars; field visits by faculty and use of correspondence, tele-conferences and video playbacks.

g. Design of special seminars and related programs to aid students in the developments of skills necessary for learning on one's own. Two such seminars are planned: one will focus on the development of verbal and information skills (designing and conducting critical inquiries; using library and learning center resources; retrieving and organizing information, etc.) necessary for independent learning; a second will focus on student attitudes and feelings about learning roles and the development of behavior skills that build confidence in one's own capacity for self-directed learning. Similarly, special training and workshop programs will be developed to prepare faculty for the new instructional procedures to be used under the UWW plan.

h. Opportunity to participate in the programs and make use of the resources of other UWW institutions, once these programs have been developed.

i. Concern for cognitive and affective learning, with periodic evaluation by students and their advisors. Each student is expected to produce, before applying for his degree, a MAJOR CONTRIBUTION. This may be a research study, a work of art, a community service, a publishable article or book or some other noteworthy and valuable contribution. Length of time required for award of the degree will vary depending on the experiences a person brings to the UWW program and the time he needs to meet criteria (to be developed by each UWW institution) set for award of the degree. Special attention will be given (UWW central staff and participating institutions) to the development of new evaluation and assessment procedures, so as to provide more adequate criteria for determining individual readiness and time required for award of degree.

j. Participation in a major program of research intended to compare the achievement of graduates of the UWW programs with those graduating from regular programs. Comparison will include measures of both cognitive and affective learning.

V. AWARD OF DEGREE

The UNIVERSITY WITHOUT WALLS is planned as a degree program, although some persons may wish to take part as non-degree students. The degree will be awarded by the sponsoring institution or by the Union for Experimenting Colleges and Universities in cooperation with the sponsoring institution.

FOR FURTHER INFORMATION:

A listing of UWW institutions and project directors is shown in the materials attached to this SUMMARY STATEMENT. Persons desiring to apply to any one or more of the UNIVERSITY WITHOUT WALLS program should write directly to the UWW project director shown on the enclosed list. All institutions except Morgan State College and New York University plan to begin their programs with small pilot groups in the Fall of 1971. The Morgan State program will get underway in February, 1972, and New York University will begin its program in the Fall of 1972.

UNIVERSITY WITHOUT WALLS INSTITUTIONS

ANTIOCH COLLEGE, Yellow Springs, Ohio 45387

Dr. James P. Dixon - President
Dr. Joseph McFarland - UWW Project Director
Mr. Lance Dublin - Learning Coordinator

write to: Antioch College/West
149 Ninth Street
San Francisco, California 94103
Phone 415-864-2570

BARD COLLEGE, Annandale-on-Hudson, New York 12504
Phone 914-758-6072

Dr. Reamer Kline - President
Dr. Frank Oja - Project co-director UWW
Dr. Bernie Tieger - Project co-director UWW
Dr. Irma Brandeis - Project co-director UWW

CHICAGO STATE UNIVERSITY, 6800 South Stewart, Chicago, Illinois 60621 Phone 312-224-3900

Dr. Milton Byrd - President
Dr. Norman Somers - Director of Educational Experimentation
Dr. William Charland - UWW Project Director

FRIENDS WORLD COLLEGE, Mitchel Gardens, Westbury, New York 11590
Phone 516-224-2616

Mrs. Ruth Mary Hill - Vice President

GODDARD COLLEGE, Plainfield, Vermont 05677 Phone 802-454-8311

Dr. Gerald Witherspoon - President
Dr. Wilfrid Hamlin - UWW Project co-director
Dr. Kenneth Carter - UWW Project co-director

HOWARD UNIVERSITY, Washington, D. C. 20001

Dr. James Cheek - President Phone 202-636-6040
Dr. Andrew Billingsley - Vice-president, Academic Affairs
Mr. James Hall (Assistant to the Vice-president of Academic Affairs), UWW Project Director Phone 202-636-6055 or 56
Mrs. Anita Hackney - UWW Project Director Phone 202-636-6792

NOTE: All programs except Morgan State College and New York University will begin in the Fall of 1971. Morgan State College will begin its program in February 1972; New York University will start its program in the Fall of 1972.

LORETTO HEIGHTS COLLEGE, 3001 South Federal Blvd., Denver, Colorado 80236 Phone 303-922-4011

Sister Patricia Jean Manion - President
Dr. Edward Clark - Vice-president
Mrs. Elinor Greenberg - (Director of Special Programs), UWW Project Director Phone 303-922-4118

UNIVERSITY OF MASSACHUSETTS, School of Education, Amherest, Massachusetts 01002 Phone 413-545-0233

Dr. Dwight Allen - Dean
Dr. Robert Woodbury - Associate Dean Phone 413-545-0958
Dr. Thomas Clark - (Director of Higher Education Center), UWW Project Director Phone 413-545-0915
Mr. Ed Harris - Project Coordinator Phone 413-545-1378

UNIVERSITY OF MINNESOTA, Minneapolis, Minnesota 55455 Phone 612-373-2025

Dr. Malcolm Moos - President
Dr. James Werntz - (Director of Center for Curriculum Studies), UWW Project co-director Phone 612-373-4537
Mrs. Barbara Knudson - Project co-director Phone 612-373-0179

MORGAN STATE COLLEGE, Baltimore, Maryland 21222 Phone 301-373-2270

Dr. King Cheek - President Phone 301-323-2270
Mrs. Beryl Williams - (Director, Summer-Evening Extension Program), Chairman, UWW Committee
Mrs. Argentine Craig - Project Director

NEW COLLEGE AT SARASOTA, Florida 33578 Phone 813-355-2986

Dr. John Elmendorf - President
Mr. Charles Lyons - (Acting Provost), UWW Project Director

NEW YORK UNIVERSITY, Washington Square, New York, New York 10003

Dr. Allan Cartter - Chancellor Phone 212-598-2323
Dr. Daniel Griffiths - Dean, School of Education Phone 212-598-3826
Dr. Jay Oliva - UWW Project Director Phone 212-584-0700, extension 1310
Miss Dianne Giacalone - Research Assistant Phone 212-598-2357

NORTHEASTERN ILLINOIS STATE UNIVERSITY, Bryn Mawr and St. Louis Avenue, Chicago, Illinois 60625 Phone 312-583-4050

Dr. Jerome Sachs - President
Dr. William Moore - Director of Program Development
Dr. Walter A. Buckmann, UWW Coordinator

ROGER WILLIAMS COLLEGE, Bristol, Rhode Island 02809
Phone 401-255-1000

Dr. Ralph Gauvey - President Phone 401-255-2111
Dr. Edwin F. Hallenbeck - (Vice-president for Planning), UWW Project Director Phone 401-255-2121

SKIDMORE COLLEGE, Saratoga Springs, New York 12866
Phone 518-584-5000

Dr. Joseph Palamountain - President
Mrs. Virginia Lester - Assistant to the President
Dr. Mark Gelber - (Assistant to the Provost), Project Director, UWW

SHAW UNIVERSITY, Raleigh, North Carolina 27602
Phone 919-755-4969

Dr. Archie Hargraves - President
Mr. Charles Alston - (Director, Cooperative Education), UWW Program Director Phone 919-755-4988

UNIVERSITY OF SOUTH CAROLINA, Columbia, South Carolina 29208

Dr. Thomas Jones - President Phone 803-777-3101
Dr. Warren Buford - (Director, University Curriculum Development), UWW Project Director Phone 803-777-3816
Dr. Conrad Lodziak - (Associate Director, Institute for Human Potential), UWW Program Director

STATEN ISLAND COMMUNITY COLLEGE, 715 Ocean Terrace, Staten Island, New York 10301 Phone 212-390-7676

Dr. William Birenbaum - President
Dr. Abraham Habenstreit - (Assistant to the President), UWW Project co-director
Mr. Collin Greer - (Office of the Assistant to the President), UWW Project co-director

STEPHENS COLLEGE, Columbia, Missouri 65201 Phone 314-442-2211

Dr. Seymour Smith - President
Dr. James Rice - Vice-president, UWW Project Director

WESTMINSTER COLLEGE, Fulton, Missouri 65251

Dr. Robert L. D. Davidson - President
Mr. Victor Acosia - UWW Project co-director
Dr. John Hurst - UWW Project co-director
Dr. Malcolm McAfee - UWW Project co-director

write to: UWW, Berkeley
2700 Bancroft Way
Berkeley, California 94704
Phone 415-548-0666

APPENDIX "C"

REPORT OF THE TREASURER

ALVA A. CUMMINGS
CERTIFIED PUBLIC ACCOUNTANT
MEMBER AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

105 E. COMANCHE, SUITE 209
TELEPHONE 405-329-8484
NORMAN, OKLAHOMA 73069

October 25, 1971

Dr. Howell McGee
Executive Secretary
Association of University Evening Colleges
Norman, Oklahoma 73069

Dear Sir:

As you have requested, I have made a cash examination of the records of the Association of University Evening Colleges for the fiscal year ending September 30, 1971. My examination of the cash receipts and cash disbursements was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion, the accompanying exhibits presents fairly the cash position of the Association of University Evening Colleges at September 30, 1971, and the operating results for the fiscal year then ended, in conformity with generally accepted cash-basis accounting procedures.

Sincerely yours,

Alva A. Cummings, CPA

ATTACHMENT A

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

CHANGES IN CASH ACCOUNTS FOR THE FISCAL YEAR ENDING SEPTEMBER 30, 1971

BALANCES, OCTOBER 1, 1970		
BANK ACCOUNT *REGULAR ACCOUNT*	259.27	
MEMBERSHIP APPLICATION REVOLVING ACCOUNT	1,764.52	
UNIVERSITY OF OKLAHOMA ACCOUNT	115.62	
SAVINGS ACCOUNTS		
SAVINGS ACCOUNT-FIRST NATIONAL BANK & TRUST COMPANY	1,115.29	
US TREASURY NOTES	19,333.20	
TOTAL CASH ACCOUNT AT OCOTBER 1, 1970		22,587.90
INCOME FOR 1970 *SEE EXHIBIT B*	25,533.74	
EXPENSES FOR 1970-71 *SEE EXHIBIT C*	22,056.00	
NET INCREASE IN CASH DURING THE FISCAL YEAR		3,477.74
TOTAL CASH ON SEPTEMBER 30, 1971		26,065.64

DETAIL OF CASH BALANCE AT SEPTEMBER 30, 1971		
BANK ACCOUNT *REGULAR ACCOUNT*	335.15	
MEMBERSHIP APPLICATION REVOLVING ACCOUNT	438.64	
UNIVERSITY OF OKLAHOMA ACCOUNT	1,572.81	
SAVINGS ACCOUNT-FIRST NATIONAL BANK & TRUST COMPANY		
REGULAR ACCOUNT	1,874.32	
REVOLVING ACCOUNT	1,000.00	
SAVINGS CERTIFICATES		
LOCAL FEDERAL SAVINGS & LOAN	10,422.45	
NORMAN SAVINGS & LOAN	10,422.27	
TOTAL CASH ACCOUNTS AT SEPTEMBER 30, 1971		26,065.64

ATTACHMENT B

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

INCOME FOR 1970-71

DUES		
MEMBERSHIPS		
INSTITUTIONAL	17,400.00	
ASSOCIATE	1,675.00	
CONTRIBUTIONS		
PERSONAL	760.00	
ASSOCIATION	105.00	
TOTAL DUES		19,940.00
MISCELLANEOUS REVENUE		
PROCEEDINGS SALES	20.00	
NEWSLETTER SUBSCRIPTIONS	75.00	
OTHER PUBLICATIONS	694.70	
AUEC CONVENTION	3,359.37	
TOTAL MISCELLANEOUS REVENUE		4,149.07
TOTAL OPERATING INCOME FOR 1970-71		24,089.07
INCOME FROM INTEREST		
SAVINGS ACCOUNT	259.03	
US TREASURY NOTES	666.80	
LOCAL FEDERAL SAVINGS & LOAN	422.45	
NORMAN SAVINGS & LOAN	422.27	
TOTAL INTEREST		1,770.55
DECREASE IN MEMBERSHIP APPLICATION REVOLVING FUND		
EXCESS OF EXPENSES OVER COLLECTIONS		325.88-
TOTAL INCOME FOR 1970-71		25,533.74

ATTACHMENT C

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

EXPENSES FOR 1970-71	BUDGET	ACTUAL
PUBLICATIONS		
NEWSLETTER	1,600.00	1,537.66
PROCEEDINGS	1,000.00	1,042.74
DIRECTORY, BROCHURES, ETC.	1,100.00	759.70
MISCELLANEOUS	200.00	172.20
TOTAL PUBLICATIONS	3,900.00	3,512.30
OFFICE EXPENSE		
SALARIES	4,500.00	4,047.21
EQUIPMENT RENTAL	250.00	209.00
PRINTING & DUPLICATIONS	500.00	434.70
COMMUNICATIONS-TELEPHONE & POSTAGE	500.00	234.12
AUDIT & BOND	100.00	75.00
SUPPLIES	200.00	126.48
TOTAL OFFICE EXPENSE	6,050.00	5,126.51
TRAVEL		
GENERAL	3,500.00	4,195.77
MIDYEAR	2,200.00	2,986.82
PROGRAM	500.00	260.62
COMMITTEE	500.00	197.49
MISCELLANEOUS	300.00	394.55
TOTAL TRAVEL	7,000.00	8,035.25
EXECUTIVE COMMITTEE		
ANNUAL MEETING	300.00	349.48
MIDYEAR MEETING	300.00	260.96
TOTAL EXECUTIVE COMMITTEE	600.00	610.44
ANNUAL MEETING		
PROGRAM	500.00	-0-
GENERAL	500.00	506.68
TOTAL ANNUAL MEETING	1,000.00	506.68
COMMITTEE		
GENERAL	250.00	48.37
JOINT REPORT	500.00	430.20
TOTAL COMMITTEE	750.00	478.57
DUES		
AMERICAN COUNCIL ON EDUCATION	375.00	375.00
CAEO	100.00	-0-
TOTAL DUES	475.00	375.00
HONORARIUM		
EXECUTIVE SECRETARY	1,200.00	1,200.00
EDITOR, NEWSLETTER	1,000.00	1,000.00
TOTAL HONORARIUM	2,200.00	2,200.00
CONTINGENCY	650.00	1,211.25
GRAND TOTALS	22,625.00	22,056.00

ATTACHMENT D

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

CHANGES IN CHECKING ACCOUNT WITH FIRST NATIONAL BANK & TRUST COMPANY, NORMAN, OKLAHOMA

	REGULAR ACCOUNT	MEMBERSHIP FUND	TOTAL
BALANCES, OCTOBER 1, 1970	259.27	1,764.52	2,023.79
DEPOSITS DURING 1970-71	52,671.73	400.00	53,071.73
TOTALS	52,931.00	2,164.52	55,095.52
LESS CHECKS WRITTEN	52,595.85	1,725.88	54,321.73
BALANCES, SEPTEMBER 30, 1971	335.15	438.64	773.79

ATTACHMENT E

UNIVERSITY OF OKLAHOMA ACCOUNT

BALANCE, OCTOBER 1, 1970	115.62
TRANSFERRED IN FROM REGULAR CHECKING ACCOUNT	6,000.00
TOTAL	6,115.62
LESS EXPENSES PAID OUT OF FUND	4,542.81
BALANCE, SEPTEMBER 30, 1971	1,572.81

APPENDIX "D"

REPORT OF THE BUDGET COMMITTEE

Attached is the Proposed Budget for the Association of University Evening Colleges for the 1971-72 fiscal period.

This proposal primarily reflects the combined suggestions and efforts of President Goddard, President-Elect Utley and our Executive Secretary, Howell McGee. It has, however, been thoroughly studied and approved by the Budget Committee.

Charles V. Blair, The University of Akron
Marvin E. Hartig, University of Evansville
Kermit K. Johnson, Manatee Junior College
Charles A. Odewahn, University of Louisville
Ralph L. W. Schmidt, Louisiana State University
Robert Selzman, John Carroll University
Howard A. Ward, University of Detroit
Gail A. Nelcamp, Chairman, University of Cincinnati

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

PROPOSED BUDGET FOR 1971-1972

EXPENDITURES	
I. PUBLICATIONS	
A. Newsletter	$1,600.00
B. Proceedings	1,550.00
C. Directories, Brochures, etc.	1,100.00
D. Miscellaneous	200.00
	$4,450.00
II. OFFICE EXPENSE	
A. Salaries	$4,500.00
B. Equip. Rental	250.00
C. Printing & Dup.	500.00
D. Communications: Postage & Tele.	500.00
E. Audit & Bond	100.00
F. Supplies	200.00
	$6,050.00
III. TRAVEL	
A. General	$3,500.00
B. Midyear	2,200.00
C. Program	500.00
D. Committee	500.00
E. Annual Mtg., Clerical Sect.	300.00
	$7,000.00
IV. BOARD OF DIRECTORS	
A. Annual Meeting	$ 300.00
B. Midyear Meeting	300.00
	$ 600.00
V. ANNUAL MEETING	
A. Program	$ 500.00
B. General	500.00
	$1,000.00
VI. COMMITTEE	
A. General	$ 250.00
B. Joint Report	500.00
	$ 750.00
VII. DUES	
A. ACE	$ 500.00
B. CAEO	100.00
	$ 600.00
VIII. HONORIA	
A. Editor, Newsletter	$1,000.00
B. Executive Sect.	1,200.00
	$2,200.00
IX. CONTINGENCY	$ 75.00
	$ 75.00
X. PRESIDENTIAL EXPENSE	$ 300.00
	$ 300.00
TOTAL EXPENDITURES	$23,125.00

INCOME	
184 Institutional	$18,400.00
94 Associate at $20.00	1,880.00
56 Personal at $15.00 3 at $35.00	945.00
Sales of Publications	300.00
Interest	1,500.00
Miscellaneous	100.00
TOTAL INCOME	$23,125.00

APPENDIX "E"

THE DEAN'S DESK

The DEAN'S DESK is an occasional paper written by an evening college dean to his fellow deans; but it could be written by a former dean, an assistant, a faculty member, or anyone who has something worthwhile to tell the members of AUEC.

The subject matter is such that ordinarily it would not be material for a scholarly abstract, an article in a learned journal, or a chapter in a book which would send the world of higher education into a reverse spin on its axis. The DEAN'S DESK would deal, rather, with the nuts and bolts of managing an evening college: New degrees, new programs or courses, experimental plans, registering by mail, reflections, anything which might help an evening dean and his staff to survive in the sometimes savage world of higher education and to service better that fascinating group of students in evening, adult and continuing higher education.

To produce the DEAN'S DESK consistently and frequently is not easy--like anything else which is worth doing; yet this is a tradition which we should work to preserve. We need this communication of ideas, this stimulation of thinking, this feeling of fellowship and support.

The editor must be something of a Madison Avenue PR man and a credit collector; to produce two issues of the DEAN'S DESK a month requires a lot of letter writing, telephoning, asking, begging, cajoling. But, as is so characteristic of AUEC, the members are generously responsive; many write at great personal sacrifice of their own leisure time and of time they need for their ordinary duties. They know that the DEAN'S DESK is worth that sacrifice.

It has been a pleasure to serve as Editor of the DEAN'S DESK for three years. As I retire from this AUEC job (that's not the right word!) I wish to thank all those who have so generously cooperated with me, and to congratulate those who wrote on the promptness and the quality of their work.

I look forward to reading many issues of the DEAN'S DESK in the future.

Richard T. Deters, S. J.
Superior, Jesuit Community
Xavier University

APPENDIX "F"

REPORT OF THE
FACULTY DEVELOPMENT COMMITTEE

INTRODUCTION

During this past year, the Faculty Development Committee initiated the groundwork for succeeding committees to build upon. We discovered, on the one hand, to quote Dean Thompson, "that faculty development for evening colleges is an area of increasing concern but that there are relatively few models or guidelines for action," and, on the other, that a number of evening colleges are doing some significant things to improve the quality of part-time evening instruction.

This report focuses on some of those procedures as reported by forty AUEC schools. The intent of the report is twofold: 1) to encourage colleges to share with each other what they are presently doing in the area of faculty development, and 2) to encourage colleges not actively engaged in faculty development to do so. The committee was not as successful in achieving its goals this past year as it had planned. It is hoped, therefore, that future committees will continually strive to develop guidelines for effective faculty development that can be implemented by all AUEC members.

The procedures briefly reported on are divided into four groups:

1. In-Service Development
2. In-College Development
3. Supervision Development
4. Evaluative Development

I. In-Service Development

In-service training is here used to refer to training outside the college, such as attendance at meetings of learned societies. A number of colleges encourage such training in two ways:

1. Pay expenses to attend meetings
2. Give recognition to those who have attended such programs.

II. In-College Development

Many more colleges provide their own forms of in-service training. The more popular are:

1. Faculty institutes--over 25% of the colleges responding to the questionnaire hold an annual faculty institute.

2. Faculty, Division and Department meetings--every college responding holds one or more of these several times a year, involving part-time and full-time faculty.

3. Grant tuition discounts to those taking courses for self-improvement.

III. Supervisory Development

By supervisory development is meant all those administrative means used to communicate with the faculty. They fall into two general categories--published materials and personal interviews:

A. Published Materials

1. Faculty Notes, Newsletters and Evening Division bulletins
2. Evening Division Newspaper
3. Student Newspaper
4. Faculty Manual
5. Evening Division Catalog

B. Personal Interviews

Many colleges reported that the Evening Dean meets personally with many of his part-time faculty. During such sessions, a variety of themes, such as the following, are treated:

1. Designing a syllabus
2. Creating a bibliography
3. Preparing tests
4. Awarding grades

IV. Evaluative Development

Almost all Evening Divisions reported the use of some instrument for student evaluations of faculty. In some cases, these are direct evaluations of teaching style, method and content and, in other instances, they are questionnaires eliciting general information about students' attitudes toward the evening division operation.

Faculty Development Committee

Cecil Dobbins, The University of Akron
Frank E. Funk, Syracuse University
Robert W. McCormick, The Ohio State University
Frank R. Neuffer, University of Cincinnati
Leonard T. Grant, Chairman, Indiana Central College

APPENDIX "G"

REPORT OF THE COMMITTEE ON INTERNATIONAL EDUCATION

The following report lists the present status of federal legislation and the activities and services of several governmental agencies and private organizations affecting international education.

INTERNATIONAL EDUCATION ACT OF 1966 (P.L. 89-698)

Responsibility for implementation of this Act was given to the Secretary of Health, Education and Welfare. This Act was not adequately funded, and was scheduled to expire 30 June 1971.

The Act has been extended, but so far has not been funded.

HIGHER EDUCATION BILL

Last year Congressman Albert Quie introduced a bill (H.R. 18849) with implications for higher education and providing for a National Foundation for Higher Education. Most of the programs of the International Education Act of 1966 would be administered by this foundation.

At the present time, the bill is still in the discussion stage, and no action has been taken on it.

U.S. OFFICE OF EDUCATION, H.E.W.

Institute of International Studies

The Institute administers programs of international education, and works with other federal bureaus to expand the international dimensions of their programs.

The Institute is authorized to use U.S. owned foreign currencies in eight countries (India, Pakistan, Guinea, Poland, Yugoslavia, United Arab Republic, Tunisia and Morocco) to support overseas programs designed to benefit American institutions of higher education.

Programs which are funded are: interdisciplinary area studies, centers of advanced language studies, language research, individual doctoral research and comparative education research.

The Institute issues several publications in the field of international education: American Education, containing articles on international education; Language and Area Centers; Opportunities Abroad for Teachers; Foreign Language and Area Study; Inventory of Federal Programs Involving Educational Activities Concerned with Improving International Understanding. Publications are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, or from the Institute of International Studies, U.S. Office of Education, Washington, D.C. 20202.

NATIONAL ACADEMY OF SCIENCES

The Academy publishes a booklet, A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for United States Citizens. Many of the opportunities and aids cited are in the field of international education.

INSTITUTE OF INTERNATIONAL EDUCATION

The Institute is private, non-profit and develops and administers programs of educational exchange for foundations, private organizations, governments, universities and corporations in the U.S. and abroad.

The Institute issues several booklets of interest: Handbook on International Study: For U.S. Nationals; and Undergraduate Study Abroad - U.S. College Sponsored Programs.

Booklets may be obtained from: The Institute for International Studies, 809 United Nations Plaza, New York, New York 10017.

MIDDLE EAST INSTITUTE

The Institute publishes an outline listing centers for Middle East Studies in the U.S. and Canada, American institutions in the Middle East, and American colleges and universities which have programs on course concentrations bearing on the Middle East.

The booklet may be obtained from the Middle East Institute, 1761 N. Street, N.W., Washington, D.C. 20036.

INTERNATIONAL COUNCIL FOR EDUCATIONAL DEVELOPMENT

This organization reported on last year, is in the process of reorganization and redirection. Its Washington office has been closed.

The Council had made a computerized collection listing U.S. colleges and universities offering programs of international studies, and program details.

A print-out, costing about $35.00, is available from: The International Council for International Development, 522 Fifth Avenue, New York, New York 10036.

SMITHSONIAN INSTITUTION

The Office of International Activities administers the Smithsonian's special foreign currency program. Under this program American universities may apply to the Smithsonian for foreign currency grants to cover costs on field expeditions or research in excess currency countries (Burma, Ceylon, Egypt, Guinea, India, Israel, Pakistan, Poland, Tunisia and Yugoslavia). Most of the grants have been in the fields of archeology, anthropology and environmental biology.

For 1972, the Committee on International Education would like to survey the membership to collect information on the extent to which our individual colleges and universities are offering programs or course concentrations in the area of international education, as well as examples of new techniques or approaches to promotion of international understanding.

Richard Robbins,
   Johns Hopkins University
Elzberry Waters, Jr.,
   Frostburg State College
Edward F. Cooper, Chairman,
   University of Maryland

APPENDIX "H"

REPORT OF THE

JUNIOR COLLEGE COMMITTEE

The Junior College Committee of AUEC for FY-1970 under the chairmanship of Wilbur J. McElwain, compiled a list of prospective members, two hundred five two year institutions of higher education. This list was used as a base for soliciting membership to AUEC by the Junior College Committee for FY-1971.

A prime objective for 1971 was to solicit membership in AUEC via a national campaign. A goal of Ten new junior college memberships was set. One hundred colleges were selected at random from the list. A letter soliciting membership was mailed to the Dean of Evening Studies for each school selected. The mailing also included a copy of AUEC's Information Bulletin.

The net result of the committee's campaign was, as of September, one new Institutional membership, and three new Personal memberships. Obviously our goal was not reached.

It is the recommendation of the committee that a membership drive should be coordinated with each regional chairman, and that each region should appoint a junior college representative to conduct the solicitation campaign. A concerted effort should be made by each Region to increase the participation of junior college administrators in regional meetings. Region VII's efforts this Spring netted six new junior college participants. It is through contact and fellowship at the regional level that national membership is won.

Jack Fuller,
Santa Fe Junior College
Wilbur J. McElwain,
Miami-Dade Junior College
William R. Gordon, Chairman,
Seminole Junior College

APPENDIX "I"

REPORT OF THE

MEMBERSHIP PROMOTION COMMITTEE

In December as a follow-up to the Montreal convention, the Membership Promotion Committee mailed over one thousand brochures summarizing the highlights of the convention to those prospective members on the committee's mailing list.

In 1971, the responsibility for membership promotion was shifted to the regional level. The regional chairmen were furnished lists of the prospective members in their regions along with AUEC stationery and brochures. They were requested to use these materials to contact prospective members concerning the next regional meeting. Responses from the chairmen of regions 2, 3, 4, 6, 7 and 8 indicated varying degrees of interest from the prospective members in their regions.

In August, prospective members on the mailing list were sent specially designed cards announcing the Des Moines Convention. Also, mailing labels were sent to Dean Clarence Thompson to be used to send specific convention information to these prospective members.

The Membership Promotion Committee feels that special problems are inherent in regions 10, 11 and 12. These three regions encompass over one half of the area of the United States and serve 23 states and several Canadian provinces. It is felt that due to the distances involved and the relative sparseness of the population, new approaches to membership promotion in these particular areas need to be developed.

Mr. N. Lee Dunham, Baylor University
Mr. William R. Gordon,
   Seminole Junior College
Dr. Ralph L. W. Schmidt,
   Louisiana State University
Dr. Alban F. Varnado, Chairman,
   Louisiana State University

APPENDIX "J"

REPORT OF THE

NOMINATING COMMITTEE

Following an appeal to the AUEC membership via the "Newsletter," an analysis of recent Nominating Committee records and an analysis of members who participated as leaders in AUEC regional or national activities, the 1970-71 Nominating Committee unanimously places in nomination the following candidates:

For Vice-president and President Elect

Hyman Lichtenstein, Dean
University College, Hofstra University

For Directors-at-Large (3 Year Terms)
(Two to be elected)

1) Helen M. Crockett, Director
   Division of Continuing Education
   Wichita State University

2) Alban F. Varnado, Director
   Evening Division
   Louisiana State University in New Orleans

For Editor of the Newsletter (3 Year Term)

Robert W. Shaw, Assistant to the Dean
Evening College
Bradley University

Rev. Richard E. Deters, S.J.,
Xavier University
Paul E. Hadley,
University of Southern California
Ernest E. McMahon, (Retired)
Raymond P. Witte,
St. Mary's Dominican College
Robert F. Berner, Chairman,
State University of New York at Buffalo

APPENDIX "K"

A SPECIAL REPORT OF THE PUBLIC RELATIONS COMMITTEE -- A TV PRESENTATION

Recorder: Jean R. Steinberg, Registrar
St. Joseph's Evening College

The purpose of the session was to run a 60 second color TV film which was used to advertise evening education in the Philadelphia area. This film was produced by Region IV of the Association of University Evening Colleges and was paid for by the nine member institutions in the region. It was presented, in part, as the report of the Public Relations Committee and also in the hope of selling the TV tape and a radio tape to other regions and other institutions. The revenue generated would be used to finance another message for 1972-73. Both tapes were released to radio and television stations for use as public service announcements.

The radio tape was broadcast 101 times on one local news station. The three VHF stations used the film daily during the 30 day period from early August to early September. The UHF stations reported it was used on several occasions.

Region IV reported over 300 responses from potential students and plans to use the same film prior to Spring Registration.

The film itself features one student in several different classroom situations with varied types of students in the background. The theme was "You have only one life to live, why waste it?" The trailer directed viewers to write to a P.O. box. This box was in the vicinity of Drexel University in Philadelphia. A representative from that university collected the inquiries and mailed leaflets to those who had responded. The leaflet listed the subscribing institutions, their addresses and their programs.

The film is available to anyone wishing to purchase it. The total initial cost was approximately $7,000. The cost to a new subscriber would be $100 plus $25.00 for each print (if ordered in lots of 20 or more) and $5.00 for each radio tape.

Since Region IV does not wish to make a profit on these sales, any overage either would go into the Association's general fund or be used to produce similar but fresh films which would increase the likelihood of the film being used again.

Dean B. Armold, PMC Colleges
Lawrence C. Barden, Philadelphia College of Textiles and Science
Frederick W. Burgess, Villanova University
Stanley J. Gwiazda, Drexel Institute of Technology
Charles P. Bruderle, Chairman, Villanova University

EDITOR'S NOTE: This committee's report was made prior to a general session at the convention and was presented by Frederick W. Burgess. Jean Steinburg graciously consented to serve as the recorder for the presentation.

APPENDIX "L"

REPORT OF THE REGIONS COMMITTEE

REGIONAL CHAIRMEN - AUEC
As of October 1971

Region I
Rev. James A. Woods, S.J.
Dean
Evening College of Arts,
Sciences and Business
Administration
Boston College
Chestnut Hill, Massachusetts
02167

Region II
Mr. Keith R. Johnson
State University of New
York at Buffalo
Hayes A, Room 2
3435 Main Street
Buffalo, New York 14214

Region III
Mr. Robert Moseley
Dean, Continuing Education
Dutchess Community College
State University of New York
Pendell Road
Poughkeepsie, New York

Region IV
Mr. Frederick M. Burgess
Associate Dean
University College
Villanova University
Villanova, Pennsylvania 19085

Region V
Mr. Edward F. Cooper
Director, Baltimore Division
University College
University of Maryland
520 W. Lombard Street
Baltimore, Maryland 21201

Region VI
Mr. Raymond M. Genick
Associate Director
Division of Urban Extension
Wayne State University
25610 West 11 Mile Road
Southfield, Michigan 48075

Region VII
Dr. W. A. Brotherton
Director
Division of Continuing
Studies
Memphis State University
Memphis, Tennessee 38111

Region VIII
Rev. Edward J. Baumann
Dean, Evening and
Saturday Division
Thomas More College
Turkeyfoot Road
Covington, Kentucky 41017

Region IX
Dr. Henry R. Malecki
Dean, University College
Loyola University
820 N. Michigan Avenue
Chicago, Illinois 60611

Region X
Mr. Roger McCannon
University College
Drake University
Des Moines, Iowa 50311

Region XI
Mr. N. Lee Dunham
Director
Evening Division and
Summer School
Baylor University
Waco, Texas 76703

Region XII
Rev. Gerald Sugrue, S.J.
Dean of the Evening
College
University of San
Francisco
San Francisco,
California 94117

Ernest E. McMahon, (Retired)
Charles C. Onion, Towson State College
Constance M. Scott, Rider College
Robert L. MacDonald, Chairman,
University of Pennsylvania

APPENDIX "M"

REPORT OF THE STUDENT RELATIONS COMMITTEE

Before beginning discussion of 14 points agreed upon as vital to Student Relations in Evening Colleges, the following key terms need defining:

1) The term "Evening College" as used in this report refers to any program of Continuing Education, whether on a credit or non-credit basis, conducted through night, day, extension or summer sessions and, in general, one which is primarily designed for the part-time student at the adult level.

2) References to "Student Senates" or "Student Councils" are not to be limited to organizations so designated in an Evening College program, but are to include any Evening College group which is representative of the student body.

In addition to the foregoing points, it was agreed that on many university campuses part-time students in general attending both during the day and evening hours are not receiving the recognition and being involved in expressing a voice in overall university and college affairs. In fact it was agreed also that there is a tendency on the part of "day only" administrators and teachers to have inadequate concern for the Evening College needs, both of students and staff. The committee urged that Evening College administrators strive toward the goal of realizing more comprehensive involvement of the Evening College in the total campus life. It is, therefore, recommended to the Association of University Evening Colleges that the problem of terminology of "Evening College" be resolved by urging all member institutions to consider a title change for the evening branches to "College of Continuing Education" as being more definitive in terms of today's operation of the varied programs in continuing education now being administered through Evening Colleges. It is believed that this move will help gain the needed university-wide recognition for all involved. Such recognition and involvement should help the part-time student

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The Student Relations Committee, consisting of Chairman Dr. Robert H. Helmes, Secretary John Essary and members Miss Jean Steinberg, Mr. George Sisko and Dr. Henry Holmquist, met at The American University in Washington, D.C., on Saturday, September 18, 1971. The meeting followed a series of written exchanges of data between members and the chairman and between the chairman and others possessing expertise in the area of Student Relations. In addition, the chairman and Mr. Sisko attended a meeting of the Adult Student Personnel Association in New Hope, Pennsylvania, October 8-10, 1971. A report of pertinent information from that meeting follows the conclusions reached in the Washington meeting.

gain a sense of belonging and participating.

With the preceding definitions and introductory remarks in mind, let us now explore some of major Student Personnel issues, and how the committee responded to each.

1) Should Evening Colleges have separate Student Senates or should Evening College students be eligible for university-wide senates...or should Evening Colleges have their own Student Senates but have representation as well on university-wide senates? Should the size of the institution have a bearing?

It was agreed that there is varying student interest in such organizations depending upon the size and location of the school, but that this was not to be a determining factor. A voice in university-wide programs and functions is essential if Evening Colleges are to remain in existence with full acceptance. Hence, IT IS RECOMMENDED BY THE STUDENT RELATIONS COMMITTEE THAT EVENING COLLEGES HAVE STUDENT REPRESENTATION ON UNIVERSITY-WIDE SENATES AND THAT THIS REPRESENTATION BE DRAWN FROM AN EVENING COLLEGE SENATE ELECTED BY THE STUDENT BODY. As an alternative, it is recommended that if it is not possible to have an Evening College Student Senate, then one or more Evening College student representatives should be elected to the university-wide Senate by Evening College students.

In some very large institutions, it is recognized that this ideal approach may be impractical, if not almost unworkable. In these instances, other democratically designed mechanisms should be developed for the purpose of electing or selecting evening college representation on the university senate.

2) Should Evening Colleges have separate publications? If so, how should they be financed?

The committee agreed that a line of communications, upward and downward, between the Evening College administration and students and faculty is of the utmost importance. Some form of publication, essentially a communications device, must be adopted; and it must be designed so that the communications flow both ways. Such publications are regarded as essential and must be financed by the university through the general budget. With imagination and resourceful-minded-leadership, relatively inexpensive and effective devices can be contrived. Whether an Evening College publishes a Newsletter, Magazine, Newspaper, or whatever, depends upon the size of the student body and the needs of the institution. The key is the opening of a two-way line of communications.

3) Convocations. Are they essential for Evening Schools? What is student reaction?

It was agreed that there is merit to both Convocations and Orientation Programs. However, the Committee felt that already there are too many aotivities competing for the time of the part-time adult student. Such activities greatly limit the degree of his interest in convocations or orientations. Despite the fact that the objectives of such functions are worthwhile, it was held that the diversity of interests and the heterogeneous nature of the student body--including the wide distribution of students through various campuses in larger institutions--make it very difficult both to assemble all students in a central meeting place and to hold effectively the attention of all who would participate. It was the consensus of the group that the students' needs as they relate to program objectives could better be met through a strong advisory staff and counseling program, through a well-informed and trained secretarial staff and through the other communications media referred to under item (2), above. Hence, it was not recommended that Evening Colleges move toward convocations as a means of improving student personnel relations.

4) Student Award Programs. What should they be. Should Evening College students be eligible for university-wide awards?

In consideration of this point, the following issues and questions are usually raised:

(a) The quality of evening work academically is considered to be suspect by some. Can learning really be as effective when the "sun goes down?"

(b) Are the standards met in Evening College classes to the same degree as in day classes?

(c) Are the courses the same and of the same level? Or, are they similar in titles and course numbers only?

(d) The attitude of some professors is such that they do not recognize the scholarship of evening students as to the same degree they do that of day students.

(e) There is the contention that the open admissions or near-open admissions policies of most Evening Colleges do not screen the students adequately.

It was the consensus and recommendation of the Student Relations Committee that the following policy be recommended across university-wide campuses: Any Evening College student enrolled in a program of studies comparable to a day program, and who qualifies by whatever other standards have been established, should be eligible for all university-wide awards, and all departmental or scholarship awards. This assumes that the degree requirements are the same or sufficiently similar to justify consideration. On the other hand, if the evening program is sufficiently different from the day to prohibit meeting eligibility requirements, then the university should establish with adequate funding, Evening College awards which are similar to and of equal status to day awards. In addition, regardless of eligibility, the Evening College should attempt to develop awards unique to Evening College students and offer these separately to their students. It was further recommended that, when graduation ceremonies are held in the same general ceremony with the day students, Evening College students be eligible for valedictorian.

5) Should Evening Colleges have graduation dinners or award nights?

Since the graduation is the culmination point of many years of study for a part-time student, he should not be treated as a second-class student, but should receive the attention befitting his accomplishment. Toward this end the committee makes the following recommendations:

(a) All degrees awarded by a university should be awarded as University Degrees, not as Evening College Degrees or Arts and Sciences Degrees or Day School Degrees. Rather it is recommended that the degree awarded to Evening College students be the same as that awarded to full-time day students, without reference to the college where the requirements were fulfilled.

(b) The graduation ceremony for day and evening students should be a combined one, not a separate one, and should be held at a time convenient for evening students, such as on Sunday.

(c) All graduates, regardless of their college, should be invited to participate in any special campus programs attendant to graduation.

(d) Because of the age of Evening College graduates and the fact that the majority are married by the date of their graduation, Evening Colleges are urged to develop a special dinner-award night for all Evening College graduates and spouses.

6) Dean's Lists. Should Evening Colleges have them? What criteria should be used?

7) Probation-Dismissal. Should Evening College's have such procedures? How handled?

The Committee felt that these two issues were so closely related and so vital that they should be handled together. Because of the varying nature of procedure and policies among the institutions the committee members represented, it was the belief of the Committee that further input is needed. Therefore, THE COMMITTEE RECOMMENDS TO THE AUEC that the Student Relations Committee for 1972 DEVELOP A QUESTIONNAIRE and circulate it to AUEC membership, to determine considered opinion on the subject and its effect on student personnel relations.

In general, the committee did agree that there should be established probation-dismissal procedures, but that how such procedures are handled should depend upon the institution's matriculation policy. More information on this subject should be obtained through the aforementioned questionnaire process. In any event, the responsible dean should have authority to make exceptions to the probation-dismissal policy based upon his professional judgment.

8) Student Activities. Should special athletic tickets at reduced rates or activity books be made available to Evening College students? Should Evening College's have social events, such as boatrides or hayrides or dances? Should there be special clubs, organizations, etc., for Evening College students? Should Evening College students be eligible for university-wide activities, such as sailing clubs and dramatics?

It was the consensus of the committee that many extra-curricular activities were of limited interest to Evening College students because of the many personal activities and obligations demanding his time. It was recommended, however, that some process be developed whereby Evening College students are eligible for university-wide activities. It was decided more information is needed in this area also. HENCE, THE COMMITTEE RECOMMENDS TO THE AUEC THAT A QUESTIONNAIRE ALSO BE DEVELOPED TO DETERMINE WHETHER EVENING COLLEGE STUDENTS SHOULD BE ELIGIBLE FOR ALL EVENTS OPEN TO DAY STUDENTS AND WHETHER THE INSTITUTION SHOULD ASSESS AN ACTIVITIES FEE COMMENSURATE WITH THE DEGREE OF INVOLVEMENT IN SUCH ACTIVITIES. It is the belief of the committee that input from the entire AUEC MEMBERSHIP will provide background and views essential in reaching a conclusion on this point.

9) Scholarships. Should Evening Colleges have special scholarships? If so, how funded? How administered? Relief for financial problems of Evening College students?

The Student Relations Committee believes this to be a matter of great significance. It is recommended that scholarships be available and be administered by a central committee of the Evening College. But, the committee recommends and strongly urges the entire AUEC to explore the rather comprehensive area of student financial aid as to its availability to part-time students versus full-time students. It is recommended that the AUEC take a position on this matter since only limited aid is generally available to evening students. It is recommended that the AUEC exert whatever organization influence it can at the national and state levels with the goal of making available to Evening College students a great deal more funds for financing their education than is presently the case. In addition, each institution should be encouraged to make available more financial aid for part-time students from its own resources.

The Committee further recommends that the AUEC urge Evening Colleges to explore the possibility of implementing a credit card system as a method of allowing students to pay their tuition and fees.

The Committee asked the chairman to write to the president of the AUEC to urge adding to the agenda at the Des Moines conference a session on credit cards for payment of tuition and fees. This was done on September 30.

(10) Alumnae. Should there be separate Alumnae Associations or should women graduates be part of the university Alumni Association?

The Committee was unanimous in its recommendation that, wherever there are separate alumni and alumnae associations, they should be merged into one Alumni Association and that separate male or female organizations should be eliminated.

(11) Student Activism. Is this an Evening College problem?

It was unanimously agreed that student activism was of limited significance at the Evening College level because of the great involvement of the mature student in his own life processes, and that no specific recommendation was in order to improve Student Personnel Relations in this area, other than maintaining student involvement and open communications previously discussed in this report.

(12) What is the role of the Evening College student and what can he expect from his University?

It was the consensus of the Committee that the role of the Evening College student should be essentially the same as that of the full-time day student. Further, the Evening College student should expect the same consideration, respect, and privileges as the full-time day student. It is the role of the Evening College Administration, with the involvement of students, to combat the "second class citizenship" status tag that has too often been placed on the Evening College student.

(13) Foreign Students. Students who are citizens of another country and in the United States on a student visa. How should they be handled?

The Committee recommends that the nature of this entire field is sufficiently complex and specialized that these concerns should be centralized in one university-wide office. This office should establish procedures and clear all foreign students, regardless of the college in which registered, in all non-academic affairs. The Evening College administration should be responsible for the academic affairs of the student only.

(14) University Student Affairs. Should university-wide Student Affairs Offices have any jurisdiction over Evening College students. Should they have jurisdiction over non-classroom disciplinary matters?

The Student Relations Committee recommends that the AUEC should go on record for urging universities to consider the more serious non-academic problems of students as university-wide concerns rather than strictly an affair of the academic dean. Any disciplinary action resulting from a problem in this realm should be processed through university-wide machinery establised particularly for this purpose.

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From the conference of the Adult Student Personnel Association in New Hope, Pennsylvania, October 8-10, 1971, the following seem worthy of consideration by the AUEC:

1) Adult Education programs need to adapt to the following:

(a) There is a growing change in demands for counseling services of adult students caused by a greater range of objectives of such students. This change in range is caused by a change in the types of adult students so that there are (1) More women students; (2) More students from minority groups; (3) More students with lower qualifications for college.

(b) A growing demand for the granting of college credit or advanced college standing for equivalent work and life experience. This should lead to a consideration of greater use of industrial leaders as part-time teachers and advisors.

(c) A reexamination of the assumption that clients (i.e. students) are "ready" for the type of evaluation counseling Evening Colleges are offering. This leads to the need of coordinating efforts between university and high school counselors so that both are working toward common goals.

(d) The need to avoid the tendency of offering the most service to those students who least need it, i.e. they are around while the one who need the service must be sought out.

2) Evening-continuing education programs need to fight through their administrators for a fair share of the budget. This must be done by proving the worth of the continuing education programs and through diligent efforts to gain TOTAL CAMPUS INVOLVEMENT OF EVENING COLLEGES.

3) Continuing Education programs are in dire need of original research on what is needed for adult students in terms of student personnel services. The administrators of such programs should direct efforts toward the development of such research.

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As a final recommendation of the Committee for Studemt Personnel Relations, it is believed essential to worthwhile committee efforts for the AUEC to develop a budget to allow the committees to meet. The cost to the members of the Student Personnel Relations Committee to meet for a seven-hour problem-solving session was over $500.00. Hence, it is the recommendation of the Committee as a whole that the AUEC provide a budget for future committees so that they may work effectively without sustaining a personal loss. It is the conviction of the Committee that committees that do not meet are of little value.

John M. Essary, Secretary, University of Cincinnati
Jean R. Steinberg, Member, St. Joseph's College
Henry E. Holmquist, Member, The American University
George W. Sisko, Member, Newark State College
Robert H. Helmes, Chairman, Xavier University

APPENDIX "N"

REPORT OF THE RESEARCH COMMITTEE 1970-71

The Chairman of the Research Committee called a meeting of the Committee during the annual AUEC convention in Montreal to discuss: (1) the duties and responsibilities of the Committee, and (2) the evaluation of the questionnaire to be sent to the membership of AUEC and to a limited number of other colleges and universities in connection with the second edition of the AUEC publication, "Policies and Practices in Evening Colleges-1971." As a result of this meeting certain revisions were made in certain sections of the questionnaire including probation and suspension policies, special degree programs for adults and formulation of admission policies. The following additional sections were added to the questionnaire: (1) Organizational Structure, (2) Educational Television Programs, and (3) Non-credit Programs.

Questionnaires were sent to the entire membership of AUEC and to 104 other colleges and universities early in January to obtain information to be used in revising and up-dating the AUEC publication "Policies and Practices in Evening Colleges-1971." A total of 146 institutions responded including the following:

State Universities - 47
State Colleges - 16
Community Colleges - 17
Private Two-year Institutions - 7
Church-related Institutions - 7
Private Colleges - 14
Private Universities - 23
TOTAL - 146

The Committee received only one request for information regarding the procedure for the distribution of questionnaires to the membership of AUEC. During the year 1970-71, no research questionnaires were submitted for approval by the AUEC Research Committee.

FUTURE ACTIVITIES AND RECOMMENDATIONS

1) The Committee will continue to act as a clearinghouse for all research projects involving the circulation of questionnaires to the membership of AUEC.

2) The Committee will continue to encourage research in the area of adult and Continuing Education by graduate students and other individuals.

3) The Committee will continue to collect copies of research projects relating to adult and continuing education.

4) The Committee is committed to up-date its publication "Survey of Policies and Practices in Various Evening Colleges and Universities in the United States" each biennium.

5) The Committee recommends that one or more members of the Research Committee serve more than one

year to assure continuity in committee activity.

MEMBERS OF THE RESEARCH COMMITTEE

Mr. Floyd B. Fischer, Pennsylvania State University
Dr. Daniel F. Riva, Rollins College
Mr. Lewis C. Popham, III, Orange County Community College
Mr. James McAlpin, Memphis State University
Mr. John A. Mapp, Virginia Commonwealth University
William A. Hoppe, Chairman, University of South Alabama

APPENDIX "O"

REPORT OF THE
URBAN EXTENSION COMMITTEE

This Committee was relatively inactive this year for several reasons. Some shifts in the assignment of committee members occurred during this period. Some of the institutions represented by the committee membership are so organized that units other than the Evening College carry the institutional response to urban extension needs of the community. Another difficulty inherent in our task was the real lack of definition of the concept "urban extension." It was obvious to the members of this committee that this term connotes widely differing kinds of activities and programs. We would be remiss if we also failed to point out that, contrary to the situation encountered by most standing committees of the Association, the Urban Extension Committee never received a charge from the Board relative to expected output. We were never completely certain about what we were to accomplish.

Moving from this admittedly negative aspect of our report, we would like to propose for the information and consideration of the Association some notions about Urban Extension and the potential role of the Evening College.

I. Extension of credit and non-credit education experiences to off-campus locations. Many institutions do this regularly, some never. There is no question that there are problems involved in such efforts. There seems, on the other hand, to be little doubt that such an effort can be a real step in the direction of better meeting the needs of our adult clientele. Off-campus sites include elementary and secondary schools (public and private), libraries, churches, factories, businesses, and even shopping centers. Commuter train classes are simply a highly imaginative application of this concept. Evening Colleges, by their very nature, should be the forefront of such activities.

II. Innovative programs. This category of urban extension includes all programmatic efforts (and their delivery systems) which direct themselves toward serving the formal learning needs of the urban adult. Much has been done in the area of special degree programs, innovative courses, new scheduling options and increasing the options by which a person earns college credit, e.g. CLEP. It is our impression that far too many of us are still pedantic and pedestrian in our efforts. It is our contention that we are merely at the threshold of discovering how to define and meet the educational objectives of the urban adult. We can think of no educational unit more uniquely responsible for these efforts than the Evening College.

III. Community Service. The Evening College again is frequently the best suited academic unit to initiate, coordinate and implement the community service activities of the institution. It is often the only institutional component which is of and in the urban milieu. At Marquette University, for example, one professional staff member in the Division of Continuing Education is assigned solely to community service work and over eighty per cent of the formal institutional response to community service needs is carried on under his direction and coordination. His efforts have been largely responsible for the initial success of Commando Project I and the creation of the Federation of Independent Community Schools which projects have served as national models. Our experience has been that the conceptualization and implementation of many community service projects have been successful in great measure due to the placement of this responsibility in the Evening College component of the University.

The above represent but a brief overview of the urban extension possibilities which exist for the evening college. It is our hope that this mini-glimpse will encourage our Association members to renew their efforts in this area.

URBAN EXTENSION COMMITTEE

George J. Dillavou, University of Rhode Island
Kenneth V. Henninger, Illinois Institute of Technology
Daniel R. Lang, Northwestern University
Henry R. Malecki, Loyola University
Curtis H. Moore, Rockford College
Thomas J. Wynn, DePaul University
William T. Tracy, Chairman, Marquette University

APPENDIX "P"

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

Year	Place of Meeting	President	School
1939	New York City	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A. L. Boeck, resigned)	University of Georgia
1943	Chicago	George Sparks	University of Georgia
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York City	Henry C. Mills	University of Rochester
1947	Minneapolis	F. W. Stamm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert C. Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian University
1953	St. Louis	Henry Wirtenberger, S.J.	University of Detroit
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York City	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel Institute of Technology
1961	Cleveland	Richard A. Matre	Loyola University (Chicago)
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard T. Deters, S.J.	Xavier University
1964	St. Louis	Earnest S. Branderburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York at Buffalo
1967	New Orleans	Ernest E. McMahon	Rutgers University
1968	San Francisco	William C. Huffman	University of Louisville

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

(Continued)

Year	Place of Meeting	President	School
1969	Washington, D. C.	Raymond P. Witte	Loyola University, New Orleans
1970	Montreal	Clarence H. Thompson	Drake University

APPENDIX "Q"

OFFICERS AND COMMITTEE CHAIRMEN, 1971-72

BOARD OF DIRECTORS

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William T. Utley - University of Nebraska at Omaha

Vice-president

Hyman Hichtenstein - Hofstra University

Executive Secretary - Treasurer

Howell W. McGee - University of Oklahoma

Immediate Past President

Joseph P. Goddard - The University of Tennessee

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John B. Ervin - Washington University at St. Louis
Carl E. Hiller - Queens College, C.U.N.Y.
Robert E. Moseley - Dutchess Community College
Alban F. Varnado - Louisiana State University in New Orleans

COMMITTEE CHAIRMEN

Advisory - Joseph P. Goddard - The University of Tennessee
Dean's Desk - Robert H. Helmes - Xavier University
Faculty Development - Stanley J. Gwiazda - Drexel University
International Education - Edward F. Cooper - University of Maryland
Junior Colleges - Lewis C. Popham, III - Orange County Community College
Legislative - Sol Jacobson - Brooklyn College, C.U.N.Y.
Local Arrangements - Carl E. Hiller - Queens College, C.U.N.Y.
Membership Approval - Executive Secretary and Board of Directors
Membership Promotion - Alban F. Varnado - Louisiana State University in New Orleans
Military Affairs - Herbert P. Stutts - The American University
Nominating - To Be Selected
Parliamentarian - Gurth I. Abercrombie - Pratt Institute
Proceedings Editor - James R. McBride - Sir George Williams University
Program - Donald Z. Woods - University of Minnesota
Public Information - William D. Barton - The University of Tennessee
Regions - Curtis H. Moore - Rockford College
Research - Richard D. Robbins - The Johns Hopkins University
Special Programs for Women - Mary E. Miller - Southern Methodist University
Student Relations - Sherman V. N. Kent - Rider College

OFFICERS AND COMMITTEE CHAIRMEN, 1971-72

(Continued)

Urban Continuing Education - Robert F. Berner, State University of New York at Buffalo
Relationships with Other Associations - CAEO Representative and Regional Chairmen

APPENDIX "R"

ROSTER OF ATTENDANCE

Don Albanito	Bradley University
Dean B. Armold	PMC Colleges
Beatrice Armold	PMC Colleges
John S. Bailey	Nasson College
Clyde W. Balch	University of Toledo
Mary Jo Balch	University of Toledo
Kenneth W. Ballou	Northeastern University
Lawrence C. Barden	Philadelphia College of Textile & Science
Connie Barden	Philadelphia College of Textile & Science
Roy J. Barry	Drexel University
Bill Barton	University of Tennessee
David Bean	University of Tennessee
Pete Beard	University of Tennessee
Robert F. Berner	S.U.N.Y./Buffalo
Paul Betz	St. Joseph's Evening College
Sam Bills	University of Tennessee
Noel Bishop	Quinnipiac College
Arthur Boodaghian	Queens College/C.U.N.Y.
Clinton M. Bowen	American International College
Barbara Bowen	American International College
Leonard Brickman	Hofstra University
Avon Bristow	University of Colorado
Bill Brotherton	Memphis State University
Frederick Brown, Jr.	Western New England College
George E. Brown	H. Lehman College
Guy E. Brown	University of Louisville
Robert A. Brown	Thomas More College
Charles P. Bruderle	Villanova University
Charles J. Buckley	University of Scranton
Kenneth R. Burchard	Carnegie-Mellon University
Vernora Burchard	Carnegie-Mellon University
Frederick M. Burgess	Villanova University
Theodore L. Campbell	University of Minnesota
Don A. Carpenter	University of Southern California
Tom Chambers	Manhattan College
Katherine Chambers	Manhattan College
G. B. Childs	University of Nebraska
Sarah Ciuffardi	Southern Methodist University
Jerry M. Cohen	Community College of Baltimore
Phyllis Z. Cohen	Community College of Baltimore
Edward F. Cooper	University of Maryland
John D. Cotham	Monroe Community College
Helen M. Crockett	Wichita State University
Bill Crump	University of Tennessee
Cecil L. Dobbins	The University of Akron
Thomas J. Dolphin	Clark University
Fr. Peter Donohue, C.S.C.	Stonehill Evening College
Francis L. Douglass	Indiana Central College
Peg Douglass	Indiana Central College
Lee Dunham	Baylor University
E. Mildred Dunham	Baylor University
Mary T. Egginton	Adelphi University

ROSTER OF ATTENDANCE
(Continued)

Carl H. Elliott	Purdue University
John B. Ervin	Washington University (St. Louis)
Jane Ervin	Washington University
John H. Essary	University of Cincinnati
Arthur Fedel	University of Pittsburgh
Armond J. Festine	Mohawk Valley Community College
James H. Ford	Troy State University in Montgomery
Frank Funk	Syracuse University
Paul Gaer	Kearney State College
Frank C. Genovese	Babson College
Eleanor Genovese	Babson College
E. G. Gersich	Bemidji State College
Hubert S. Gibbs	Boston University
Joseph P. Goddard	University of Tennessee
Martha Goddard	University of Tennessee
William R. Gordon	Seminole Junior College
Peggy Gordon	Seminole Junior College
Steele Gow	University of Pittsburgh
Leonard T. Grant	Indiana Central College
Nancy Grant	Indiana Central College
J. Earl Green	University of Nebraska-Lincoln
Robert E. Grimes	Loop College
Alfred C. Haacke	Rochester Institute of Technology
Paul E. Hadley	University Southern California
Marvin E. Hartig	University of Evansville
Fr. Robert A. Haus, S.J.	Canisius College
Robert H. Helmes	Xavier College
Don Herrmann	College of William & Mary
Carl E. Hiller	Queens College/C.U.N.Y.
William A. Hoppe	University of South Alabama
William C. Huffman	University of Louisville
Virginia C. Huffman	University of Louisville
Jerald Hunt	Millikin University
Susie Hutchinson	University of Evansville
Don Janz	The Ohio State University
Alvin C. Jensen	The George Washington University
Keith R. Johnson	Millard Fillmore College-S.U.N.Y./Buffalo
Kermit K. Johnson	Manatee Junior College
Richard Kaplowitz	C.W. Post College of Long Island University
Sherman Kent	Rider College
John J. King	LaSalle College
Nick Kolb	The Johns Hopkins University
Carl A. Kredatus	Trenton State College
Dean Esther Kronovet	Hofstra University
Daniel R. Lang	Northwestern University
H. Lichtenstein	Hofstra University
William A. Lindsay	Bentley College
Barbara Lindsay	Bentley College
Richard M. Lipp	University of New Haven
Martha Luck	Northwestern University

ROSTER OF ATTENDANCE
(Continued)

James McAlpin	Memphis State University
James McBride	Sir George Williams University
Beverly McBride	Sir George Williams University
Roger S. McCannon	Drake University
Elaine McCannon	Drake University
Howell McGee	University of Oklahoma
Eileen McGee	University Of Oklahoma
Ernest E. McMahon	

Robert L. MacDonald	University of Pennsylvania
Henry R. Malecki	Loyola University
John Malmberg	University of Minnesota
John A. Mapp	Virginia Commonwealth University
George H. Menke	University of Hartford
Mary Miller	Southern Methodist University
Les Moise	University of Louisville
Curtis H. Moore	Rockford College
Paul C. Morgan	University of Southern Mississippi
Alice Morgan	University of Southern Mississippi
Robert E. Moseley	Dutchess Community College
Carmita A. Murphy	University of New Hampshire
Art Murphy	University of New Hampshire
John W. Mybeck	Purdue University, Calumet Campus

Gail Nelcamp	University of Cincinnati
Frank R. Neuffer	University of Cincinnati
Celeste Neuffer	University of Cincinnati
Russell A. Norton	Rochester Institute of Technology
Mrs. Russell A. Norton	Rochester Institute of Technology

Charles O'Loughlin	Elmira College
Carol Olson	University of Minnesota
Bob O'Neal	Iona College
Charles Onion	Towson State College

Fr. Ed Pappert	University of Windsor
Kenneth C. Partridge	Indiana Central College
Mrs. Kenneth C. Partridge	Indiana Central College
Hank Pauk	Washington University (St. Louis)
Mrs. Hank Pauk	Washington University (St. Louis)
Owen F. Peagler	Pace College
Jim Phillips	University of Tennessee
Lee Porter	Syracuse University

Dan Riva	Rollins College
Samuel N. Roberto	Massachusetts Bay Community College
Richard Robbins	The Johns Hopkins University
Chet Robinson	Lehman College/C.U.N.Y.
Warren Rolek	Mankato State College
Robert T. Ross	Philadelphia College of Textile & Science
Walter Russell	University of Tennessee

Duane Sackett	Temple University
Frank Santiago	Brigham Young University
William G. Scanian	Russell Sage College
Vera M. Schletzer	University of Minnesota
Ralph L. W. Schmidt	Louisiana State University in Baton Rouge
Rev. John Schneider, S.J.	St. Joseph's College

ROSTER OF ATTENDANCE
(Continued)

Lloyd W. Schram	University of Washington-Seattle
Richard A. Schuchert	John Carroll University
Ernest Schwarcz	Queens College
Arnold H. Scolnick	Manhattan Community College
Connie Scott	Rider College
John F. Sears	Loyola University of the South
Mrs. John F. Sears	Loyola University of the South
Bob Selzman	John Carroll University
Bob Shaw	Bradley University
Jean Shaw	Bradley University
Henry A. Shields, Jr.	St. Peter's College
Miss Shields	St. Peter's College
Beverly Sinniger	University of Minnesota
Charles Smith	University of Tennessee
Keith L. Smith	Brigham Young University
Mrs. Keith L. Smith	Brigham Young University
Lee Smith	Syracuse University
James W. Southouse	University of Bridgeport
Virginia Southouse	University of Bridgeport
Edwin H. Spengler	Brooklyn College
Helen Spengler	Brooklyn College
Michael P. Spicer	Drake University
Ann Spicer	Drake University
Barbara Staples	University of Minnesota
Jean Steinberg	St. Joseph's College
Stanford Stenson	Augustana College & Sioux Falls College
L. Douglas Strickland	East Carolina University
Herbert P. Stutts	The American University
Fr. Gerald Sugrue, S.J.	University of San Francisco
Alan V. Swanson	Baldwin-Wallace College

Andrew E. Thomas	Washington University-St. Louis
Clarence H. Thompson	Drake University
Pauline Thompson	Drake University
George G. Thompson	University of Nebraska at Omaha
William T. Tracy	Marquette University
Rena G. Troiano	Johnson & Wales College
Pat Turner	East Texas State University

William T. Utley	University of Nebraska at Omaha

Fran VanSlyke	University of Minnesota
Alban F. Varnado	LSU in New Orleans

E. H. Walston	University of North Carolina at Chapel Hill
T. L. Weber	Joint University Center (MSU/UT)
Michael F. West	University of Nebraska at Omaha
J. E. Whitener	University of Missouri-St. Louis
Charlotte H. Wilhelmi	University of Virginia Center
Ray Witte	St. Mary's Dominican College
Sarah Witte	St. Mary's Dominican College
Donald Woods	University of Minnesota
Jim Woods, S.J.	Boston College
Thomas J. Wynn	DePaul University
Bernadette Wynn	DePaul University

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